

# SCHOLASTIC COACH

OCTOBER 1961



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# SCHOLASTIC COACH

Reg. U. S. Pat. Off.

VOLUME 21 • NUMBER 2 • OCTOBER

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Cover Photo by Acme

**Publisher • G. HERBERT McCRACKEN**  
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SCHOLASTIC COACH IS ISSUED MONTHLY TEN TIMES DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC CORPORATION, M. R. ROBINSON, PRESIDENT, PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS ALL EDITORIAL AND ADVERTISING COMMUNICATIONS AND ALL CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 351 FOURTH AVE., NEW YORK 10, N. Y.

SUBSCRIPTION: FOR THE UNITED STATES, \$2 A YEAR, CANADA, \$2.25, FOREIGN, \$2.50. BACK ISSUES CURRENT VOLUME, 25c; PREVIOUS VOLUMES, 50c.

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# TV or not TV

**D**ON'T let that title up there fool you. This isn't going to be another of those omniscient dissertations on television. Only time will tell whether the hydra-antennaed monster will prove a blessing or an abomination to sports. And until that lucky day you know darn well, baby, we're going to roost in front of our joy-box and be grateful for all the sports morsels thrown our way.

As a snow-blinded veteran of thousands of hours of video watching, we'd like to relay just one trend that we've detected—and that is the insidious affect of TV upon the sporting gladiators. The all-seeing eye along the sidelines seems to be making a nation of dramatic artists out of our athletes.

After a summer of watching big league baseball over TV, we're still not sure whether the boys were shooting for pennants or oscars. The hamming on the diamond, particularly by the umpires, was magnificent. After watching the men in blue clear a bench or go into a "safe" or "out" routine, we had to beat down an impulse to clap our hands and scream "Encore! Encore!"

For some strange reason, the overlords of the diamond resented any insinuation of their addiction to Thespis. They didn't mind being called a "blind bum." But when accused of hamming it up for the TV camera, they grew livid with rage. At least a dozen players were heaved out of the parks for daring to imply that the umps were making like Gregory Pecks for the edification of the pub and parlor trade.

That TV will have an even more pronounced affect on football appears as certain as Dagmar. As you probably know, the NCAA is making a guinea pig (skin) out of the 1951 season. By way of testing the inroads of TV on the gate, the collegiate nabobs are restricting the video schedule to 19 games.

Though the NCAA possesses divine power over the pigskin, it has, like every other underwritten artist, been forced to make concessions to the sponsors—Westinghouse. The deep-freeze potentates have retained the right to alter the schedule without notice if any of the programmed teams fail to live up to advance billing as drawing cards.

This, it seems to us, places an added burden on the already overloaded coach. Now, in addition to worrying about his two platoons, the alumni, and his contract, he has to worry about his sponsors. We can hear him talking to his men:\*

"Fellows, this isn't going to be a short speech. I've got a lot on my mind. Some of you apes seem to think you're playing for fun. Forget it. Others think you're playing for the school, for a principle. Forget that, too. You're playing for Westinghouse."

"If any of you let down for a moment, you're through. Get that. I said through. And do you know what that means? You'll be stricken from the Westinghouse records. And all your lives you'll have to buy your appliances retail."

"Just one more thing before you run out onto the field: I want you to remember that if we stay on the Westinghouse TV schedule, you'll all get a sweater at the end of the season. It'll have a big block 'W' front and back. In other words, you've got a great sponsor. And that's worth fighting for."

And so it is with a frozen feeling that we take leave of the 1951 coach and his Westinghouse squad. It's small wonder that these unhappy people are looking forward to the campaign with an eye towards victory at any cost, regardless of how much Westinghouse raises its prices.

Meanwhile, as the sun sets over

the practice field, you can hear the glee club thundering:

*Cheer, cheer for old Westinghouse,  
G.E. and Norge may call you a louse,  
Why put Kelvinator to the test,  
Why Frigidaire? Why not Old West?  
What though the cubes be great or small,  
Old Westinghouse will win over all,  
Any old ice box melts in awe,  
Of the deep freeze of Old Westinghouse.*

## BASEBALL HITS A HOMER

**O**VER the years, our baseball mag-nates have rated few oak clusters for distinguished action either on or off the diamond. Except for Branch Rickey and one or two others, they've seldom exhibited anything but a timidity and a confused grasp of essentials—a state of befuddlement which culminated in the coronation of Happy Chandler as high commissioner.

We never thought we'd see the day that the baseball people would swallow their pride and admit to their monstrous fumble. But we were wrong. Not only did they cashier the Happy one out of service, but they now have replaced him with the best man available for the job—Ford Frick.

Frick, a top-drawer executive who knows baseball inside out, brings to the job everything the former commissioner lacked—tact, dignity, know-how, guts, experience, and scrupulous objectivity. He'll do a great job of commissioning baseball, and it's a pleasure to congratulate the ball-and-bat potentates for ignoring the politicos and picking the perfect man for the job.

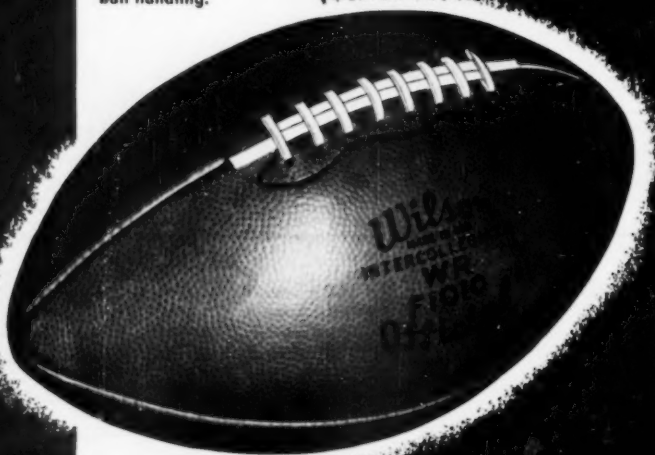
## OUR NEW DEPARTMENT

**O**UR interest in health education has always been razor sharp, and over the years we've unloaded a ton of helpful materials on all phases of the subject.

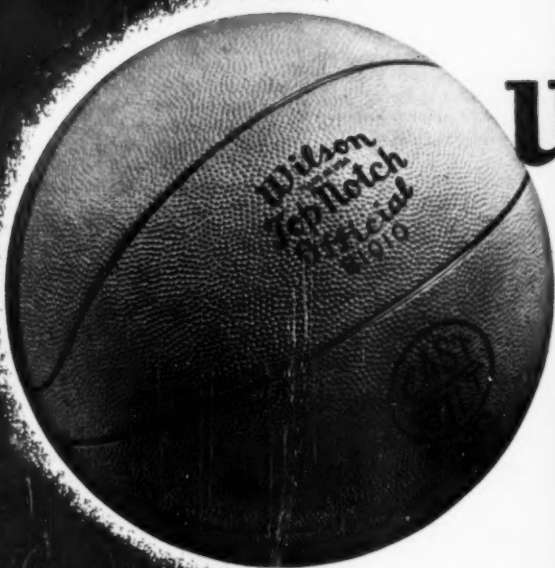
(Concluded on page 45)

\*Generously excerpted from a column by Bob Cooke in the New York Herald Tribune.

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# Sliding Man-to-Man Defense

**B**ASKETBALL today is blowing up a storm similar to the one that rages in football regarding the merits of the T and the single wing. The hoop lawyers are busy arguing the merits of the fast break style of play and the possession type of game, and we find the camps pretty well divided.

However, while this debate on offensive styles rages, a subtle change in defensive tactics is emerging. More and more teams are varying their defenses during a game, and coaches must now train their offenses to meet these chameleon-like defensive patterns.

The sliding man-to-man is one of these defenses, and woe betide the offense that cannot adjust quickly to it. It is with this in mind that I would like to briefly outline the basic makeup of the sliding man-to-man.

This particular defensive forma-

tion places emphasis on the following:

1. Formation of a cordon immediately around the basket to deny the offense the best percentage shot—the lay-up.

2. Playing the man with the ball closely and aggressively (e.g., X-1 in **Diag. 1**).

3. Playing a little looser on the man nearest the player with the ball (e.g., X-2 in **Diag. 1**).

4. Covering the post man according to his floor position (**Diag. 3**).

5. Covering the man farthest from the ball very loosely in order to allow for extra rebound strength and for coverage of any other man who might manage to break free (e.g., X-4 in **Diag. 1**).

6. Playing the other offensive man semi-loosely (e.g., X-3 in **Diag. 1**).

**Diag. 1** shows the basic alignment of the defensive men against a single-post offense, when the ball

is in the front-court position. Suggested distances (from the opponents) are given for each defensive man.

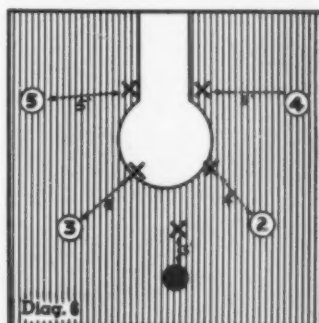
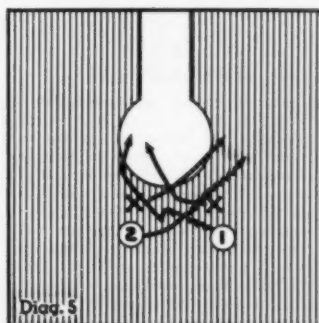
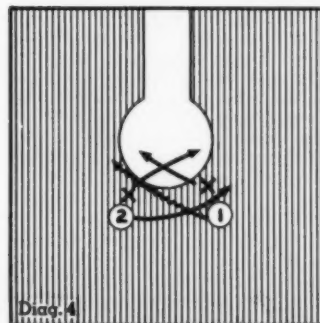
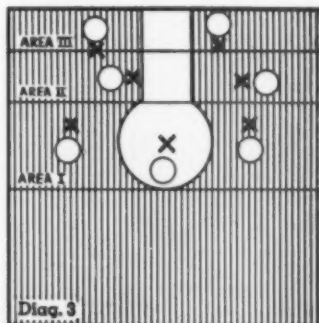
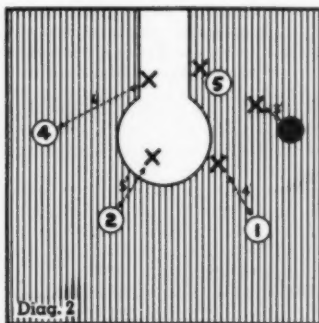
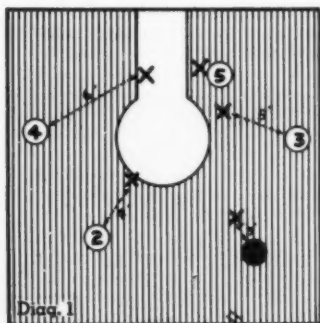
**Diag. 2** shows the defensive alignment when the ball has been passed to the left side-court position.

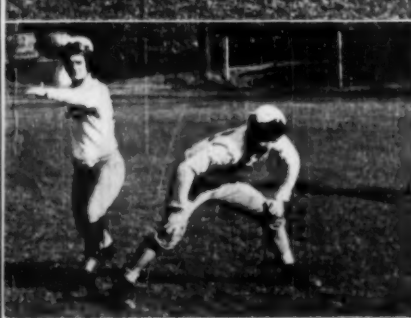
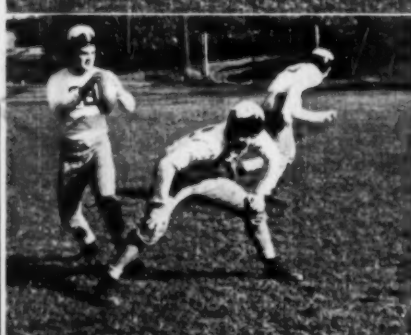
When the ball is moved to the right side, the same relative positions are assumed in relationship to the ball; that is, the men on the right side of the court draw closer to the ball while the men on the left side play more loosely.

**Diag. 3** shows our method of playing the pivot man. When the post is planted in Area I, the defensive man plays in front of him.

In Area II, the defensive man guards the pivot from the side and always tries to maintain position between the man and the ball, keeping an arm extended in front of the pivot to deflect incoming passes.

(Concluded on page 43)





# The T Quarterback as a Passer

By HOWIE ODELL, U. of Washington

**T**HOUGH it is generally believed that the T quarterback cannot forward pass as expeditiously as passers in other formations, our experience has led us to believe otherwise.

Since adopting the T, we've always averaged over 50% in pass completions, and on two occasions have gone over 60%. I might add, however, that we do throw a lot of short passes and screens which qualify as passes but are so short as to preclude a poor average.

We select our quarterback from among the boys with outstanding records as passers. We can assume that these boys have had experience in throwing under pressure—a vital qualification for the job.

Some boys may be able to throw very accurately in passing practice, but will disintegrate under scrimmage or game conditions. That's why we place so much emphasis on a successful passing background.

We train our passers with a series of intensive drills which require him to take the ball from center, prepare to throw, and then toss literally thousands of times in all directions. He runs through this procedure so many times that the entire process soon becomes automatic.

When the proper passing pattern becomes habitual, the boy can forget his hands and feet and focus his entire attention on getting the ball to the receiver.

The line-up for our passing drills is simple. The center with the quarterback over him line up in the middle, while the receivers line up in

the end positions on either side. We also place a couple of boys up field a bit to retrieve the balls from the receivers.

In our first drill, the receivers, on the snap signal, swing over the middle about eight to ten yards deep, while the passer simply gets the ball, bounces back a step, and throws to the receivers, alternating his tosses to either side.

In our second drill, the ends turn to the outside about three or four yards deep. From there we go on to have the men run individual courses with the passer throwing with the proper timing.

In all these drills, the passer keeps throwing as fast as he can get the ball from the center. About a half hour a night is devoted to this rapid-fire throwing, with two quarterbacks getting all the attention.

Up until the last two or three years, we felt that the passer should throw from an on-balance position which kept both feet on the ground and gave the boy an opportunity to pull back and follow through.

But we have learned that balance isn't a prime essential—that a ball can be thrown accurately even when the passer is falling backwards, jumping into the air, or going through the other contortions that are sometimes necessary to avoid rushers.

With this in mind, we spend at least half of our passing drill period throwing from all these different positions. We have found that it conditions our passers to throwing under pressure—when being rushed hard.

We also used to feel that it was important to be technical about the grip and the delivery with a follow through. But here, too, we have discovered that it isn't necessary to be meticulous about technical detail. In throwing the ball so many thousands of times, the passer will naturally fall into the form most suited to him.

The only requirement we do make is to throw overhand and release at the highest possible point to reduce the danger of deflection by rushing linemen.

## FAKE-STEP-SET

Insofar as passing is concerned, Coach Odell's only requirement is to throw overhand and release at the highest possible point to reduce the danger of deflection by rushing linemen. One of his pet maneuvers is the fake-step-set routine shown on the left. The quarterback, after receiving the ball from the center, brings it up quickly in both hands and fakes to the left. He then steps diagonally forward and brings the ball back of his ear for a flip to the right.

We estimate that our passer will throw the ball at least 30,000 times during the year, which certainly should make his delivery almost completely automatic. That is, he should reach a point where he can pass without thinking of getting the ball from the center, shifting his feet to get into position, or of anything else but getting the ball to the receiver.

We give each passer a ball to take home during the summer and keep in his room. We hope that he will throw at every opportunity, even if it is just to play catch across the room. Every time a boy throws the ball, no matter how, he gains something in his feel for delivering the ball to somebody else.

Our passer is also instructed to study the defense in order to decide on the most likely receiver; then he must try to get the ball to that particular man. A fake-step-set routine not only provides deception but enables the thrower to time his pass so that it will arrive at the receiver in the opening. If the passer waits until the receiver is open before throwing, the time taken in the delivery will make it too late to hit the man in the open area.

Our whole plan of offense is to batter out as many first downs as we can. We figure that the more times our ball-carriers stick their noses through that line, the more opportunities they will have to go farther; and our pass attack is designed with this in mind. In short, to maintain our continuity of first

downs, we cannot afford to have a poor percentage of completions.

The basic premise of our actual passing game is: *The longer the pass, the less likely it is to hit.* We have developed so much confidence in our passing that we feel our passes are simply running plays which, besides picking up yardage, afford excellent means of keeping those backers-up from playing too closely or too aggressively.

Even though the ball is wet a good bit of the time during November up in Washington, we do not find that it affects our passing percentage—so long as we confine our passes to short ones.

Our heralded passer, Don Heinrich, has done a great job for us. Although we have other boys who can throw the ball as well or better than he can in throwing contests where there is no rushing, Don comes through under pressure. He has developed a very fine touch with regard to throwing hard or easy, depending upon the situation.

His throw is apparently easy to hang onto, and he possesses exceptional ability to deliver the ball under extreme rushing conditions or to find an alternate receiver. He completed 134 passes last year for a new collegiate record, and hit

60.9% while having only nine interceptions out of 221 throws.

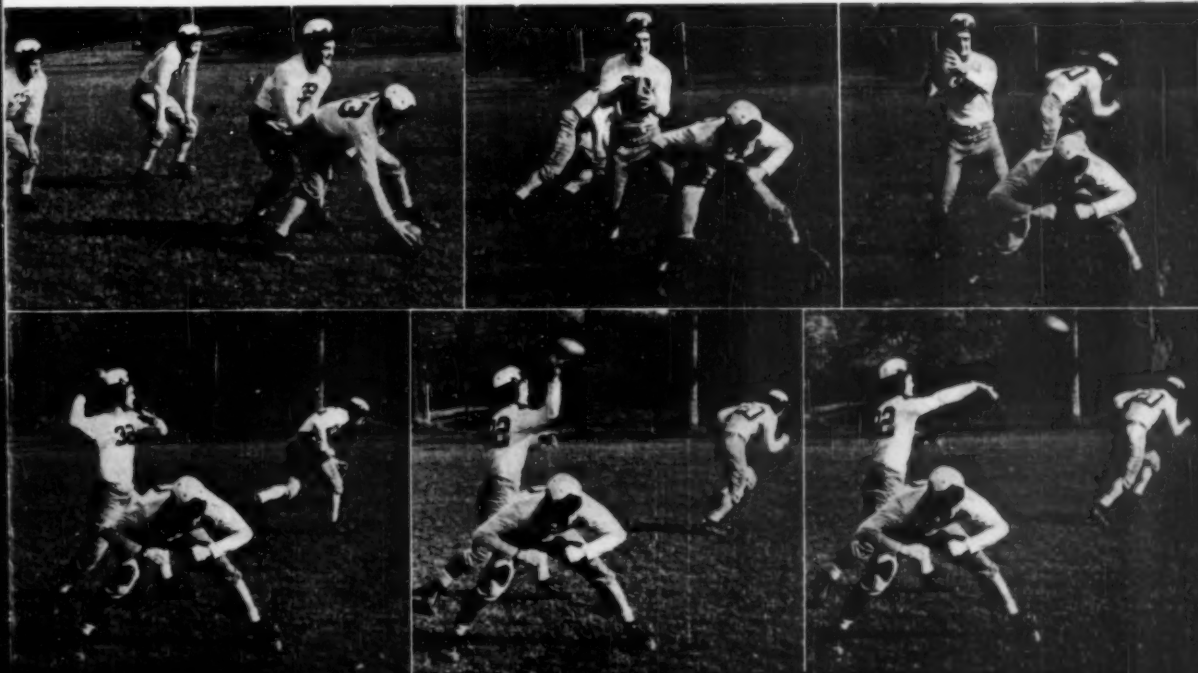
An excellent by-product of our intensive rapid-fire passing practice is the improvement recorded in receiving. Last year we had five boys who caught 19 or more passes, including one who snared 28; and much of the credit for our high percentage of completions must go to this group of receivers.

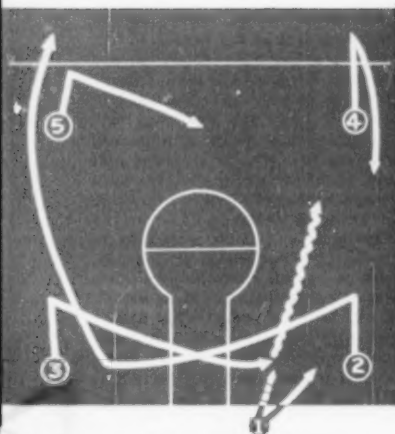
Our type of passing also simplifies our pass protection in that we throw so quickly that our protectors do not have to maintain their blocks for any lengthy period. Our passer frequently delivers successfully despite completely missed blocks. Even our long passes are thrown quickly, but hung in the air so that the receiver can get down under them.

Our center facilitates things for the quarterback by delivering the ball in ideal position for immediate passing. He pumps the ball up and back with a straight, full-arm swing. He zips the ball back as far as he can, turning it almost completely sideward with the lace up.

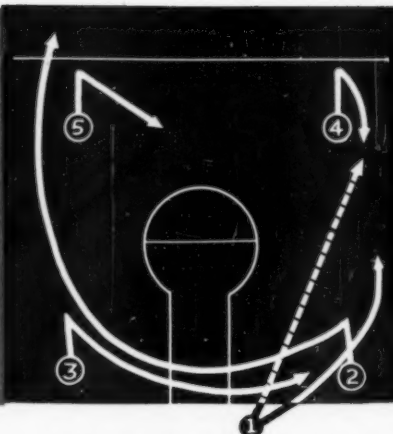
The quarterback thus does not have to waste valuable time fingering the ball into position. He can simply bring the ball back and up. This is essential in our type of short, quick passing game.

**FAKE-STEP-SET TO LEFT:** Here's the way the fake-step-set quarterback stunt is executed to the left. Upon receiving the ball from the center, the quarterback makes a pretty convincing fake by bringing the ball up with both hands and looking to the right as if to pass in that direction. He then steps to the left and throws (to the left end). Note the fine overhand motion and nice wrist action which permits the quarterback to throw with the least amount of waste motion and with the least possible danger of deflection by rushers.

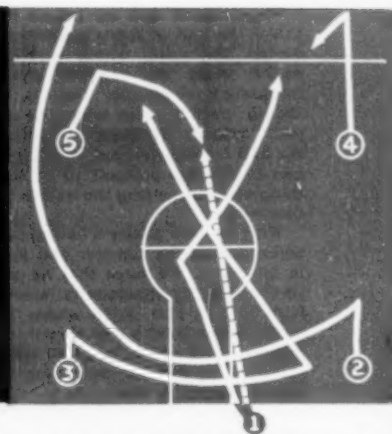




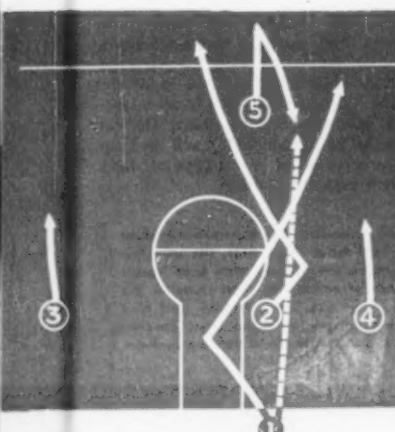
No. 1 passes to 3, who cuts behind screen set by 2. No. 1 follows pass, 3 dribbles up floor, and 2 cuts down opposite side.



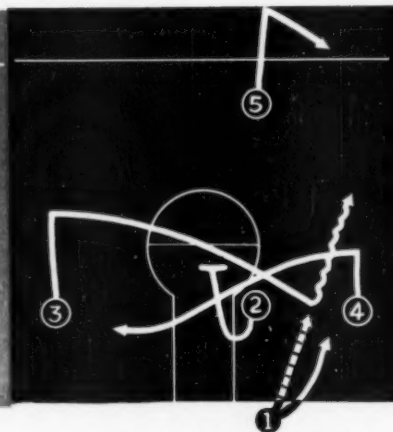
No. 1 now passes to 4, who has started up floor, then sharply reversed to outside. Outside man (1) again follows his pass.



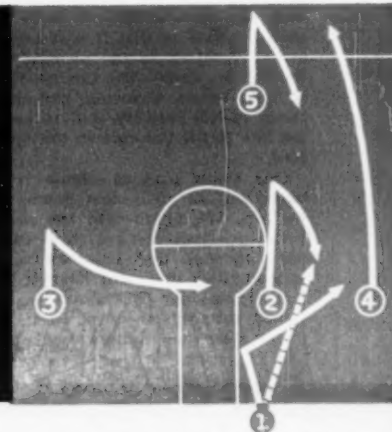
No. 1 whips pass to 5, who has started up floor and reversed towards center. Nos. 1 and 3 then "split the post" as shown.



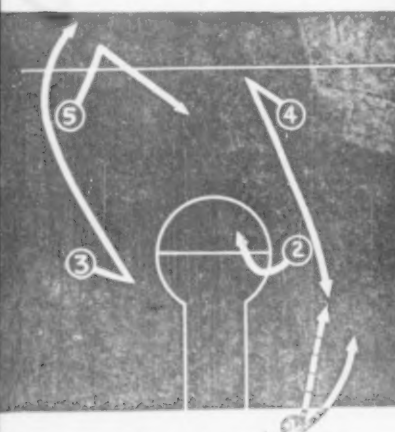
Player 5 starts up the floor and whirls back to take a high pass from 5. Nos. 2 and 1 then split the post as indicated.



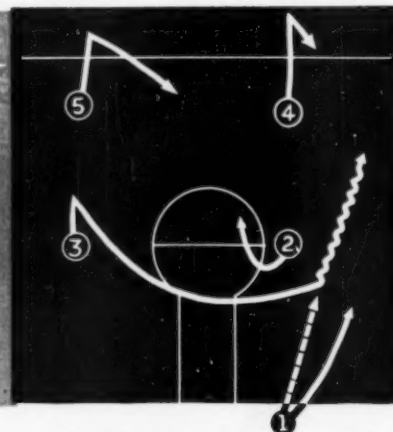
No. 3 cuts behind screen by 4 and off set block established by 2. Upon receiving pass from 1, he dribbles up the floor.



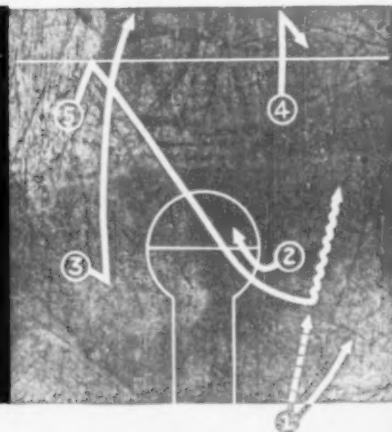
No. 2 starts up court, then quickly reverses to outside for pass from outside man. Latter (1) follows pass as usual.



No. 1 passes to 4, who starts up court, reverses, and cuts behind set-block by 2. Latter moves only after ball is passed.



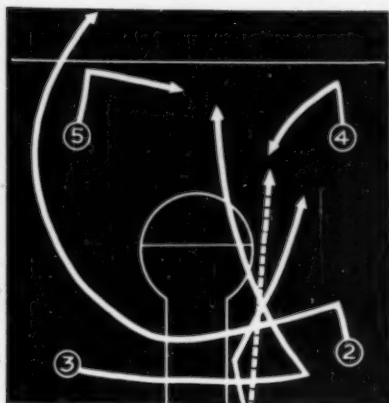
Outside man passes to 3 who has started up court, reversed, and cut behind block set by 2. As usual, 1 follows his pass.



No. 5, after starting up court, reverses and cuts for ball behind screen by 3 and set block by 2. No. 1 follows his pass.

By Clair Bee

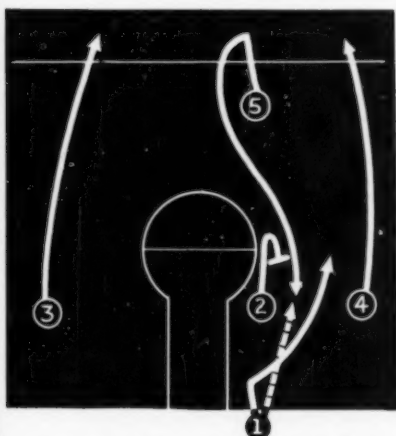
# Attacking the Press



Player 4 receives pass after taking a few steps up court and whirling back. Players 1 and 3 again split the post (set by 4).

## FORMATION A

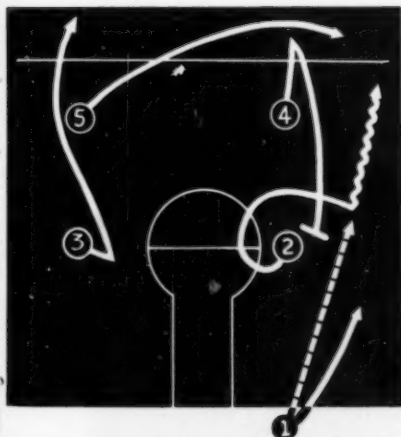
AFTER OPPONENT FIELD GOAL



No. 5 starts up court, reverses quickly, and cuts behind set block by 2. Outside man whips ball to 5 and follows his pass.

## FORMATION B

AFTER OPPONENT FREE THROW



No. 2, who has been set-blocking all this time, now whirls and cuts behind set-block established by 4, for pass-out from 1.

## FORMATION C

OUTSIDE BALL ON END LINE

**T**HE Long Island University basketball team achieved an undefeated record in 1939, completing the season with 30 consecutive victories, and was invited to participate in the National Invitational Tournament.

New Mexico was drawn as the first opponent. Nothing much was known about the Aggies except that they had won their conference championship three years in a row and that their star was a boy by the name of Martinez.

The Blackbirds, basking in the hazardous position of tourney favorites, listened politely to the warnings of their worried coach, and then checked the Aggie record. Their conclusion was that the game was "in the bag!" This proved to be a near fatal miscalculation.

The Border Conference champions were just that—a championship outfit. Martinez was everything the press notices claimed—plus! His teammates were big, fast, aggressive—AND—the Aggies used an all-court press!

At the end of 10 minutes, the score was 20-2 in favor of the Aggies. Madison Square Garden was in an uproar as the frantic L.I.U. coach consumed all his time-outs in an endeavor to "put out the fire."

The Blackbirds eventually won the game and the tournament, but the coach and the players were given a thorough basketball lesson by the great Aggie team. The lesson is as important today as it was in 1939 (if not more so) and consists of three parts:

1. "Don't underestimate any team!"
2. Don't doubt the blitzing possibilities of the all-court press!
3. Be ready to meet all defensive variations, particularly any phase of the press (full-court, half-court, for the entire game, for brief intervals, or in the closing minutes).

The press is generally regarded as a defense. However, many teams have coupled it with basket hanging and the fast break, and employed the combination as an offense.

Since the press is most effective in the pressing team's front court, the "killers" play their opponents man-to-man style—aggressively, con-

(Continued on page 58)



# Oklahoma's Drake Shuffle

By BRUCE DRAKE, Head Coach

**T**HOUGH most coaches hold widely divergent views on attacking patterns, they all agree that the *beau ideal* is an offense that will keep all the players constantly occupied and that will work equally well against all defenses—zone, man-to-man, pressing, or switching.

That's a pretty fair order. But after five years of experimentation with my freshmen (under the sound guidance of Jerome "Shocky" Needy), Oklahoma has come up with an offense which comes closer to meeting all the needs of the coach than any I've ever seen or personally tried.

Here are some of the advantages we claim for the "Drake Shuffle":

1. It will work against a checking or switching defense just as well as against a man-to-man.

2. When operating from a single post (as we do), you don't have to get the ball in to the post to make it go.

3. It will work against a pressing defense as well as a zone. (This will be explained in my second article next month.)

4. It allocates definite offensive rebounding assignments.

5. It enables us to free lance while still in our set pattern.

6. Its flexibility makes it tough to scout.

7. It affords a balanced attack with-out-shooting as well as driving in.

8. All men are moving all the time.

9. Excellent for teams without a big man.

10. Prevents the defense from deploying its men where it wants them, unless it's playing zone.

11. Reduces bad passing to a bare minimum.

12. Very simple and easy to learn.

I call this offense the "Drake Shuffle" because when players start moving, it's impossible for anyone but they and the coach to know where each man will be after a few passes.

In assimilating this attack, it is extremely important to proceed slowly and to get a clear picture of how we number our players. *The number of the player is determined by the spot on the floor he occupies.*

**Diag. 1** shows how the floor is marked. This takes care of our overload regardless of whether we're

lined up on the left or the right side of the floor.

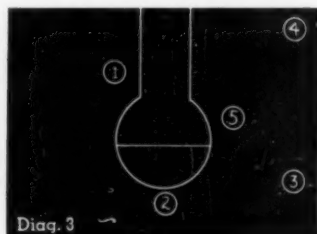
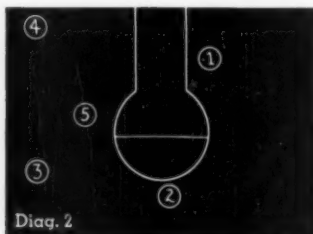
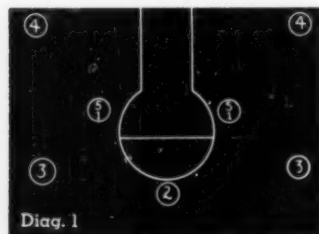
**Diag. 2**, shows the line-up and the numbers of the players when arrayed on the left side of the court. This is an over-load to the left, or our starting point of operation.

I call the No. 1 player the "weak-side" man for the simple reason that he's the only player on that side of the court. The weak-side player is always the No. 1 man no matter which side we line up on.

When I talk about the No. 2 man, I mean the player at the head of the free-throw circle. The No. 5 man would be the post whether lined up on the left or right side of the court. The corner on both sides is the 4 hole, and its occupant is always the No. 4 man. The 3 hole is alike on both sides.

Memorize these spots, for the reference to players later on will be by numbers—and these numbers will indicate the spots on the floor they occupy. **Diag. 3** shows the number of the players when lined up on the right side of the court.

**Diag. 4** outlines a play that I call the Change-of-Sides. We start overloaded on the left and finish over-





loaded on the right, ready to go.

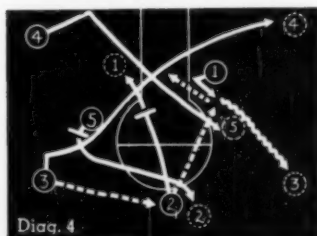
No. 3 passes to 2, who passes to 1. No. 3 cuts just as soon as he passes, and tries to brush his man off the screen set by 5. No. 1, upon receiving the ball, looks for 3. If 3 is open, 1 passes to him for a layup as indicated. If 3 is not open, 1 dribbles out to the 3 hole, while 3 goes over to the 4 hole.

No. 4 goes to the base-line and comes up to the 5 hole after 3 clears through to become the 4 man. As 2 passes to 1, he immediately cuts down the free-throw lane and screens X-5, since the latter will always be dropping off to stop 3 from scoring. We take care of him on the first play whether he checks or sticks. No. 5 comes out to the head of the circle to the 2 hole, thus becoming the 2 man.

This completes the movements of all the players on the Change-of-Sides. You are now balanced on the right side of the court and ready to go.

This Change-of-Sides play must be mastered before anything else is added. The players must learn it from all positions, and to facilitate the learning process I tell my boys this:

"On a Change-of-Sides, the 3 man always goes to the 4 hole. He is the first cutter. No. 4 is the second cutter and goes to the 5 hole. You might find him in position to hook one in if 3 isn't open. No. 1 goes to the 3 hole. No. 2 passes to 1 and screens for 5, who comes out and occupies the 2 hole. Since 2 is now in the 1 spot, he becomes the new 1, or weak-side man."



## TWO-MAN SQUEEZE PLAY

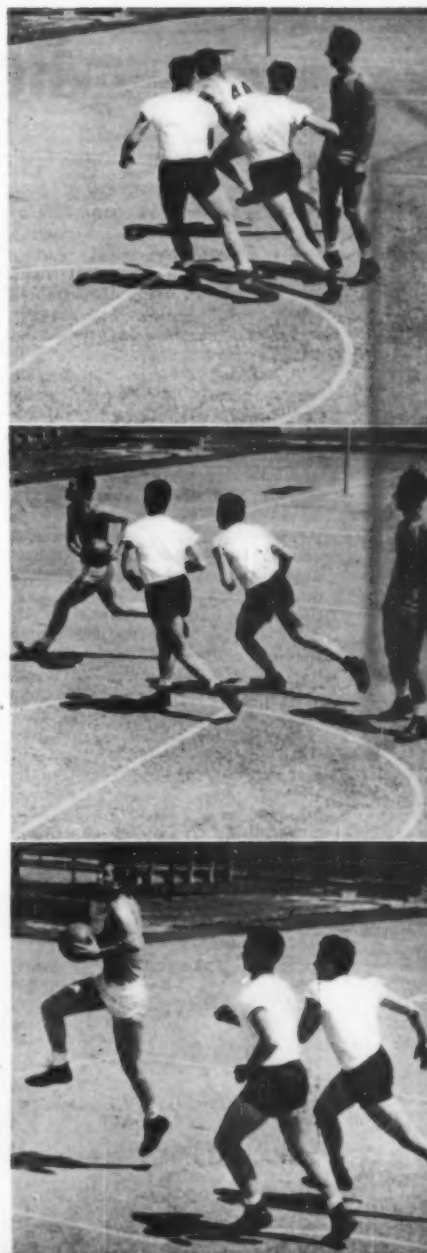
Ingeniously designed to force a defensive bump, this two-man play can be worked anywhere on the outside. The ball-handler (No. 5) initiates the play with a snap to his teammate, then follows his pass on the outside. He cuts around the receiver and pulls up short in front of him. The latter, after faking with the ball to freeze his man (picture 2), then dribble-drives around the post. Note the defensive confusion caused by this double encirclement. When No. 5 cuts around the receiver, his guard correctly slides in front of his defensive teammate (first picture above). But this proves to be a fatal error. When the receiver dribbles down the outside, his man, in attempting to follow him, bumps squarely into the other guard. Correct move, of course, is a switch by the defensive men soon as the pass receiver starts his dribble.

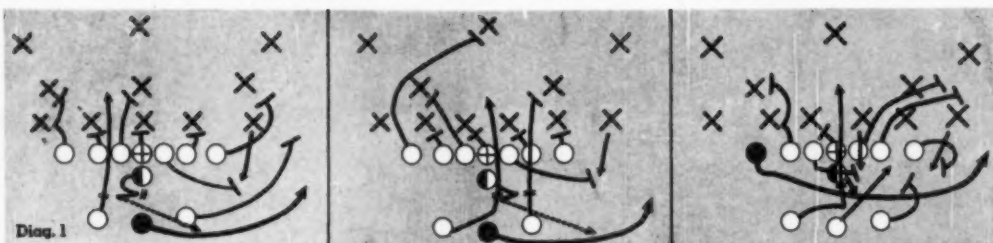
Things you should know about the Change-of-Sides: The position of the 5 man should be just as shown in **Diag. 4**—not in the crotch of the free-throw lane but about a yard or two back of the free-throw line extended. In short, the distance between 5 and X-3 shouldn't be too great, since this makes the defensive man easier to trap.

The responsibility for 5's screen on X-3 rests with 3, not 5. The latter must not be aggressive, nor should he try to close any gap that 3 might leave by running a poor route. No. 3 should run his man into 5 and may cut to either side of 5, depending on how X-3 is playing.

No. 1 must maneuver his guard back towards the lane and time his break to meet the pass from 2 so that he won't be too far from 3, the cutter whom you're trying to free. Through experience I have found you will have to work hard to make 1 learn the importance of taking the feed pass from 2 close to the lane. The farther out he takes this pass, the farther away he is from a potential scorer, 3.

(Continued on page 40)





Illustrating how delayed outside plays (sequenced by the quick hit) can wreck a tight or massed defense.

## Reversible 5-4 Defense

By JOHNNIE GOLDEN

Coach, Gilroy (Cal.) Union H. S.

**S**UBTLY but surely, modern football offenses are once more moving to the outside to escape from tightened lines and massed linebackers. Buck Shaw, coach of the 49'ers, hit the trend right on the head when he said that this is the day of "swinging football"—of wide, sweeping plays that mass interference and aim to break swift backs around end.

A hurried delving into football history recalls how the old wedge power drives of single-wing and box-formation days, gradually moved to the outside for all-the-way strength; and how sweep speedsters like Red Grange and the double-wing reverses of Pop Warner, widened these running lanes.

In 1941, Act 2 of this gridiron drama introduced the new T. Here, quick-hitting handoffs to the half-backs restored the power to the down-the-center alley. True enough, the long pitchout following the fake handoff was dangerous, but it was used mainly as a decoy. The quick hit remained the bread-and-butter of the running game.

As mentioned in my previous article on "Blocking Walls" (Oct. 1950), coaches countered this move with offset defenses. The quick hit immediately went into reverse and became the decoy for "outside foot-

ball," featuring optional run-pass plays, long delayed pitchouts following one and two fake handoffs, and pitchouts and end-arounds set up with fake traps.

Spreads, flankers, and splits, such as used in the Missouri T, all aimed at the outside. **Diag. 1** shows how delayed outside plays working off the quick hit could wreck tight defenses.

With the T using the quick hit to anchor and mass interior defenses, and shooting for wider running areas protected by wall blocking, while retaining wide open pass plays, defenses must naturally open up into wide and delayed patterns.

The logical defensive answer was best summarized by General MacArthur upon his return to the states. The general stated that the enemy would strike hardest when he found your defenses vulnerable in all spots.

Therefore, it is my idea that the most effective defense against the present T is one which commits itself the least. My theory isn't new. Nothing in football is. However, it represents five years of experimentation and has provided the best results.

I call it the "Reversible 5-4" because, as the offensive play develops, especially wide sweeps or passes, our pattern automatically moves into a 4-5.

From most scouting charts, it appears that two linebackers aren't sufficient to cover tackle slants and quick hits down the middle. Also, the corner backers of a 5-3 are too often checked in handling fast pitchouts due to a flanker or wingback working on their outside.

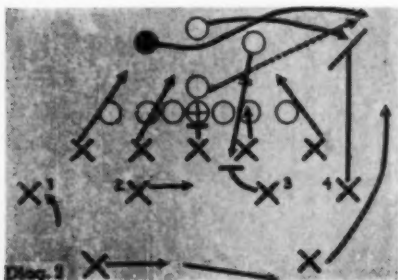
This reversing 5-4 offers a combination of quick hitting or delayed movements to match any similar offensive action. When teams flanker, split or motion against this five, you can always widen to meet them without destroying the bases of the defense.

**Diag. 2** shows the standard movement of this defense against running plays.

The angle charge of the linemen in this 5-4 is detrimental to most cross-blocking and trap plays. It assists our middle linebackers by eliminating gaping holes over their defensive spots. This charge isn't deemed "different," since most five-man lines employ such tactics.

Keeping in mind that our objective is to bog down (a) the outside running lanes, (b) the quick hits up the middle, and (c) pass patterns, I'll list the important 5-4 counters against these threats and briefly analyze each.

1. Corner linebackers constantly moving up into pitchout and sweep areas.
2. Man-to-man coverage of dangerous pass receivers.
3. Roving lineman provides more defenders than offensive receivers.
4. Channeling of offensive ends by our own ends and linebackers, slows up pass patterns.
5. Spacing of middle linebackers offset blocking advantages of split-



HOW 5-4 DEFENSE MEETS OUTSIDE RUNS

Left end can gamble as corner b.u. protects this side; right end smashes over end at his spot; backer 1 delays to protect against counters or delayed passes in his territory; backer 2 covers over; backer 3 takes no chance on faking back—busts him; backer 4 drives straight up into pitchout area; left half covers optional run-pass play; right half goes over and up soon as running play shows, makes certain offensive end has stayed in to block.

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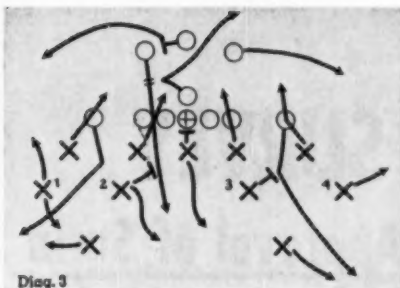
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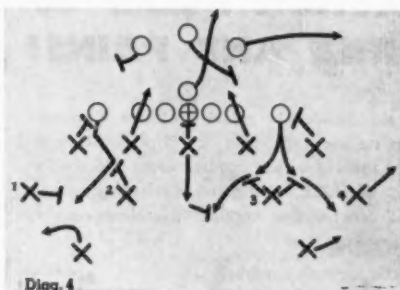
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Diag. 3

### USUAL PASS DEFENSE

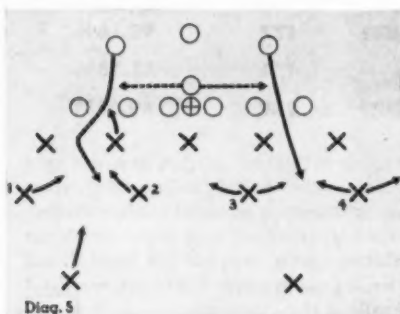
Ends smash ends in and drive for passer; middle men hit center, then drop back; backer 1 takes fb on any safety valve pass or drops back to aid with deep end or back; backer 2 smashes faking back or plays him man-to-man on pass; backer 3 checks end and watches for fb delaying to this side, also handles passer if he runs; backer 4 covers wide man but doesn't race up as on run; halves can move deep and wide, as no receivers are allowed down middle.



Diag. 4

### CHANNELING OF PASS RECEIVERS

Ends make certain to line up on outside of ends, chug them hard to inside and go for ball; middle lineman drives into center to cause fumble, then retreats; backer 1, if no backs in flat, also chugs end and waits for counter; backer 2 slows up end and watches rfb; backer 3 picks up end and repeats chugging; right half holds to see which path end will follow.



Diag. 5

### MEETING SPREADS WITH SPREADS

Back breaking through is met by converging line backers; backer 1 and 2 get inside and outside shots at rfb, 3 and 4 at lfb. Against 5-3 or 4-2, back would be outside and free. Backers 1 and 4 can easily cover outside with sideline as extra player, while backers 2 and 3 can concentrate on keep or give plays, one handling faking back and other taking qb. Defense tries to hold outside charge on tackles to force carrier inside where protection is heavier.

T's and permits greater split-vision areas.

6. Lighter men may be used as corner backers.

Now to break these down:

**CORNER LB'S MOVING UP.** The greatest effectiveness of any T offense is gained when the Q.B. can force outside men, especially ends, to commit themselves and be suckered in or out, for the last second handoff or wide pitchout.

For that reason, on any semblance of an outside play, I want my corner linebackers to drive straight up into pitchout and sweep areas at the snap of the ball. There must be no delay here or the entire plan becomes useless.

This act places a double burden on the offensive Q.B. If he attempts the pitchout or sweep, our men move right into it. If the Q.B. spots our

intentions, he must commit first . . . and his move often will be too late to be effective. His attempt to dive into the line where no blocking has been set up, will often result in a loss or fumbled ball.

In other words, on all plays, I like to place the risk on the offensive team. In most 5-4 setups, the corner backers play a delayed or drifting game, giving the offensive Q.B. the choice of a last second switch play. Proper and immediate coverage into these outer areas soon discourages thrusts at those points and brings the attack back into limited running areas.

Of course, on passing downs or quick hits, our corner men play more cautiously and have switch assignments. With corner linebackers following the above course, defensive H.B.'s can alter their fast

approach, so necessary in other defenses. Naturally, this renders invaluable assistance in covering optional run-pass plays designed against H.B.'s who come up fast.

**MAN-TO-MAN PASS COVERAGE.** In an earlier writing I stated that man-to-man pass coverage was almost an impossibility today, due to flankers and spreads increasing the spots where receivers might operate. However, while still holding to this idea, I also contend that one man has a better chance of covering a single receiver than guarding against two or more players who might flood his defensive territory.

Scouting reports continually show most completions in flooded areas, especially where zone defense is being used. In this reversible 5-4, our corner backers are always in good position to break up the popular "safety-valve" and screen passes in the flats, so effective against the zone.

Also, our middle backers, who are responsible for man-to-man coverage, help destroy the dynamite of spot passes over center and passes to H.B.'s after faking the quick hit.

Diag. 3 explains this pass defense.

**ROVING LINEMAN.** Our roving lineman, generally a guard and middle man of our five, is the cog which reverses our 5-4 to a 4-5. This operation begins when an opponent pass or sweep play takes form.

If a pass is called, he immediately drops back and becomes an extra bulwark against the throwing game. This move gives us more defenders than the opponents have receivers, even if they send out both ends and three backs.

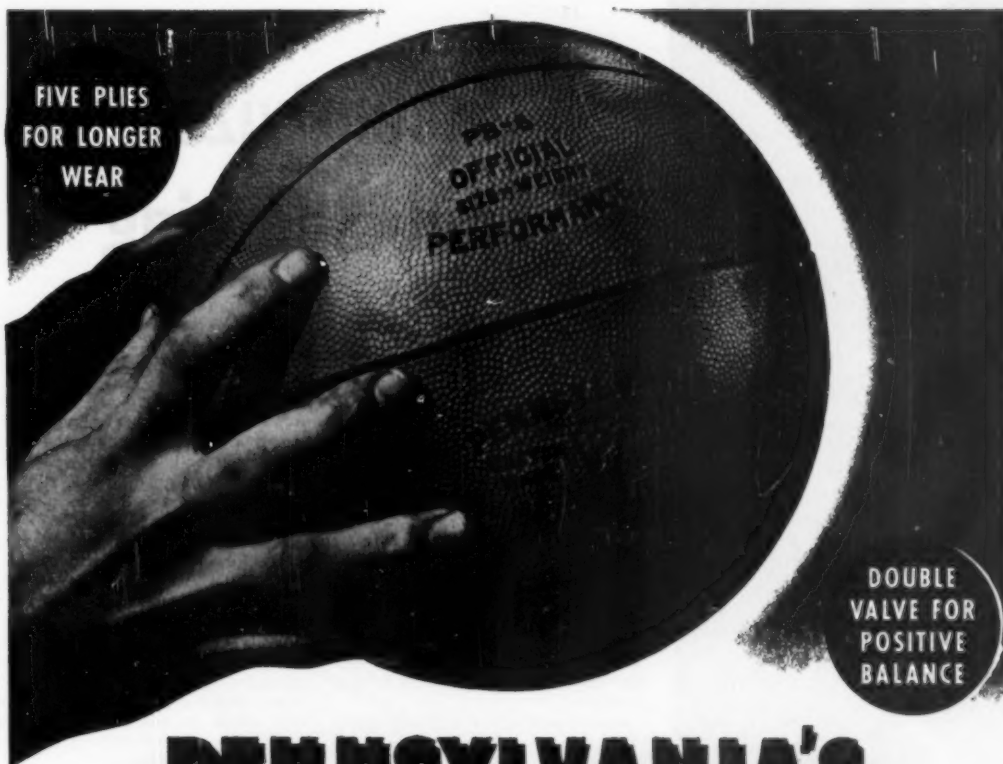
You might argue a weakness here, but how many times have you witnessed a middle lineman break a T defense cup to pull down the passer? Generally his actions are wasted, as he wrestles with the offensive center or guard . . . and gets nowhere. Even if he overcomes their efforts, he must still break through backfield blockers and by that time the passer has drifted to the outside or has thrown the ball.

On a sweep or varied flanker plays that develop into sweeps, this man again makes our defense a 4-5. On such plays, the offense generally uses a moderate check block to hold our lineman until the runner gets outside. Once our roving lineman is caught in this mass, it is too late. However, by dropping back, he is free to angle toward outside plays, cutbacks or short spot and hook passes over center.

It might be well to mention that

(Continued on page 61)

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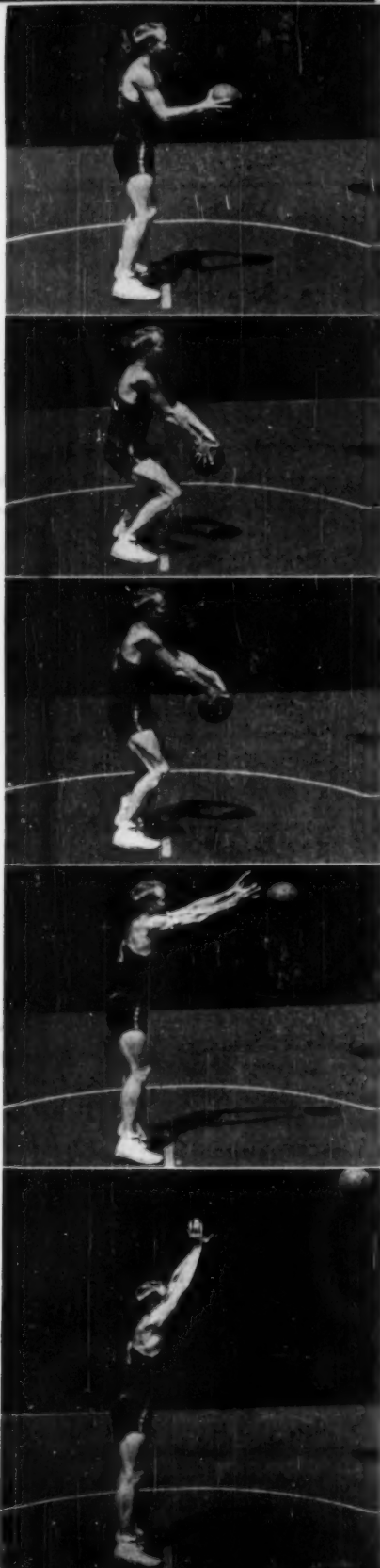
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# Incentivized Foul Shooting

By LEON BURGOWNE

*Coach, St. Joseph (Mich.) High School*

**B**ACK in the days when just one player took all his team's foul tries, a coach could develop a free-throw artist with comparative ease and a minimum of time. Today, with each player handling his own toss, the coach has a time problem on his hands.

Moreover, since most gyms contain a limited number of baskets and since the reserve and varsity squads often practice at the same time, thus cutting the available baskets in half, the coach may also have a facility problem.

Some coaches advocate 100 tosses per boy at each practice session. Others declare 50 to be the absolute minimum. In any light, where there are many boys and few baskets, the shooting of large numbers of free throws chews a huge hole in the practice schedule.

The answer lies in incentivized shooting. This will go a long way toward perfecting accuracy at the free-throw line and, at the same time, will cut down on the time needed for this type of practice. If a boy is interested in free throwing, he will strive to improve himself and thus will progress.

Our boys at St. Joseph are extremely percentage-conscious. After each game, a chart is posted in the locker room. It includes each play-

er's name, the number of free throws he attempted in the game, the number of conversions, and his percentage. Also included are a running count on all games and the players' percentages to date.

Soon after this chart was installed in the locker room, a distinct difference was noted in our free-throw practices. Free-throwing became a matter of pride, and each boy worked conscientiously to build up his percentage. The players started spending part of their warm-up period at the foul line, and after games they went to work on their new percentages immediately upon reaching the locker room.

This interest boosted the team's free-throwing average by 20% and was definitely responsible for several winning efforts.

There are few drills of any value in free throwing. Little benefit is derived from having a player toe the line and loft from 25 to 50 attempts at any one time.

However, during the first two weeks of practice, I want each player to stand at the line and take 15 to 20 throws without moving away from the line. During these two weeks, he develops balance and rhythm. He grooves his shot and gets the feel of the basket.

After the first two weeks, no player shoots more than two free throws in one turn at the basket. I believe that consistent throwing of large numbers of shots becomes monotonous and tends to make the player careless.

The most satisfactory results are obtained by free-throwing practice under game conditions. With fatigue so prominent a factor in foul shooting, it is wise to halt the scrimmage session several times and give each player two attempts.

To simulate actual playing conditions, we wind up each practice with a free-throw drill. Physically, the players' condition at this time ap-

## UNDERHAND FOUL SHOT

Dick Dickey, former North Carolina All-American, demonstrates his adaptation of the underhand style of free throw. Actually, his style deviates in only one respect from the commonly accepted ideal. Instead of bringing the ball all the way down between his legs, he stops about three-quarters of the way down. Otherwise his style is conventional enough. He keeps his legs comfortably apart, dips his knees, fully extends his arms, and brings the ball up with a slight roll of the wrists, imparting reverse english to the ball.

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proximates that during a game. Two teams line up at the free-throw lane in the same manner they would in a game. The man at the line is awarded two tosses. After his attempts, the players move in a counter-clockwise direction and the next man has two tries.

If an attempt is unsuccessful, the teammates of the thrower attempt to tip the ball into the basket or, if the rebound is not conducive to a tip-in, to gain possession. The other five players try for possession of the ball.

The defensive player at the head of the lane cuts the shooter off from the rebound by stepping into the lane in front of him the instant the ball touches the rim. The drill is continued until each player has made the circuit several times.

A coach used to have his choice of two methods of free throwing. With the advent of the one-hand shot, he is now blessed—or cursed, as the case may be—with a third.

There is considerable controversy over the relative merits of the three methods—the two-hand push shot, the underhand or below-the-waist shot, and the one-hand push shot. Last year I had a representative of each style among the top three free throwers on my squad.

The mechanics of the three methods overlap in certain respects. First, and most difficult to teach, is the idea that the eye should be kept on the rim instead of following the flight of the ball.

The fingers should be dry and the ball held in the fingertips rather than the palms. As the ball comes off the fingers, a slight natural back spin will develop; hence, the player should avoid a conscious effort to spin it. The elbows should have a relaxed bend until the follow-through, and the knees should be slightly flexed.

The straightening of the knees and the body should coordinate with the movement of the arms in the release. Only sufficient arch to lift the ball over the front of the rim is necessary. A high arch tends toward deviation in direction.

In teaching the free throw, I try to get my players to use the underhand shot. I believe this is the most relaxed form of shooting, and relaxation in free throwing is a prime consideration.

The player assumes either a feet-parallel or a half-stride stance, whichever is most natural and comfortable. He holds the ball at arms-length below his waist with elbows slightly bent and close to his body. The hands grasp the ball lightly with fingertip control. The fingers are spread on either side of the ball

with the thumbs in a natural position. No effort is made to point the thumbs toward each other.

As the player begins the shot, he flexes his knees slightly, breaking his wrists at the same time. He then coordinates the upward movement of the ball with the straightening of the knees. The ball is released at about eye level, with the arms continuing up in a smooth follow-through. The heels leave the floor so that the weight is on the balls of the feet just before the release of the ball.

In the two-hand push shot, I have the player hold the ball at eye level so that he can sight the rim over the top of the ball. The elbows are bent and close to the side. The push is commenced with the straightening of the knees, and the thumb and forefinger are the last to leave the ball, imparting a slight back spin to it.

A player will normally use the half-stride stance with this shot, but occasionally a coach will find a boy more adept with his feet parallel.

## ONE-HAND SHOT

The one-hand push free throw is becoming more and more popular with high school players, but at best it is still an off-balance shot, and recent studies give indication that it yields a low percentage of return.

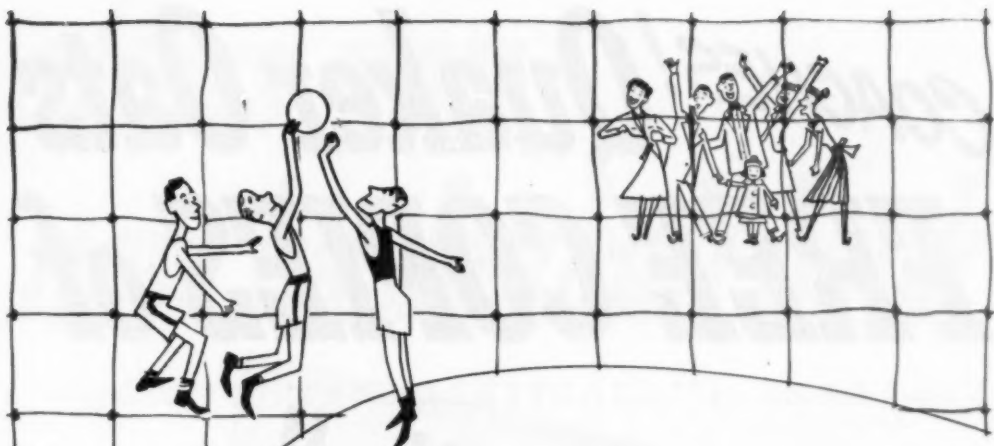
Yet a coach will occasionally find a natural at this type of shot, and no coach is going to change the style of a boy who can hit consistently. When all else fails, I give reluctant permission to use this style of shot.

The player assumes a half-stride stance at the line, holding the ball at eye-level. The bottom hand supports the ball on the fingertips with the fingers spread. The top hand is directly in front of the player's face with the wrist broken. The knees are flexed as in the other two shots.

The bottom hand raises the ball with the straightening of the knees, and the top hand pushes it toward the basket. With the snap of the wrist and fingertip control, a slight back-spin will develop.

Proficiency in the shooting of free throws gives a team more than extra points in the box score. Whenever the players are hitting their free throws, the team gets a boost in morale and a confidence in its scoring power.

On the other hand, a failure to hit tends toward a sense of defeatism. A team that is known to be red hot in its free throwing will find the opponents more cautious about committing fouls and breaking up scoring plays.



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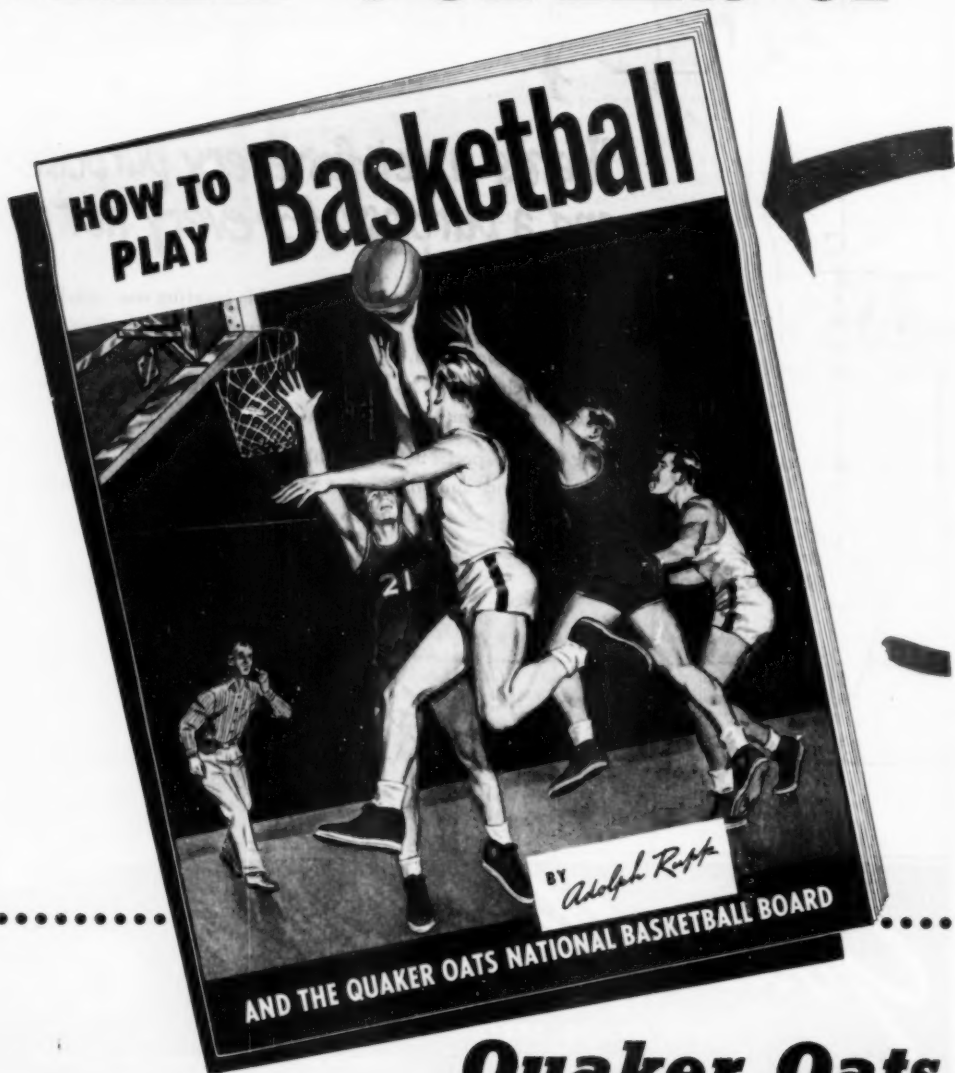
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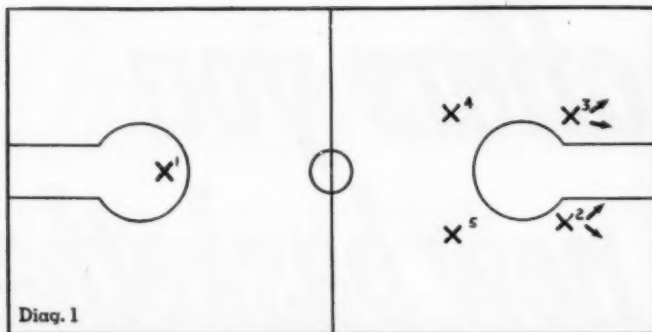
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By **GEORGE L. HENDERSON**

Coach, Mansfield (Ill.) High School



Diag. 1

## A "Haphazard" Press

**C**OACHES who find themselves loaded with small boys and a schedule of giant opponents, may start looking for tall backboards to jump off from—or they had better start investigating the possibilities of a pressing defense.

It is true that the tall boy possesses a tremendous advantage in basketball. He is death on rebounds. He can work the ball around handily. He can score easily against either a zone or man-to-man.

The smaller, lighter athlete usually compensates for his size with agility and aggressiveness. Hence, the logical defensive system to use with this kind of material is *press, press, press*.

I was faced with just such a problem last season. My boys, though small, not exceptionally fast, and only fair shots, were tremendously combative. Our opponents were loaded with size and talent.

We started out stressing offense and using a man-to-man defense. That didn't work. We scored a lot of points, but our larger, rebounding opponents scored even more.

Then we tried zone, all kinds—1-3-1, 2-3, 1-2-2, and 2-1-2. Each type occasionally worked, but none consistently.

With our backs to the wall, I installed the press. It seemed about the only alternative left with which to try to overcome our rebounding deficiency. And it worked! We began to win games, and almost invariably we got away more shots per game than our opponents.

We experimented with every type of press—man-to-man, shifting man-to-man, zone, lane, and haphazard press. The most successful proved to be the haphazard press—that is, it looked like a haphazard press. Actually there was method to our madness.

The haphazard press is based on four principles: (1) Stop fast breaks before they start; (2) double-up on the man with the ball; (3) don't attempt to prevent opponents from getting the ball into play—get them afterwards; and (4) press hard and constantly.

Good teams score many points on fast breaks. If they work well to-

gether and break fast enough, it's almost impossible to stop them.

I finally managed to impress this upon the boys' minds—that the best way to stop a fast break is not to let it get started. "Stop that first pass!"

Since it takes more than one defensive player to take the ball away from a good ball-handler, one of the prime essentials in our press is doubling up.

Time and again I've seen pressing defenses expend enormous energy trying to prevent opponents from getting the ball into play; then, once the ball was whipped onto the court, collapse and drop back fast. Such a press may gain possession once in a while but as a rule it will be ineffective.

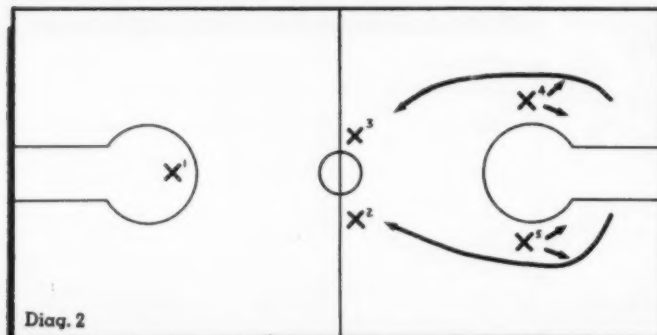
We don't bother the pass in from out of bounds. Instead we pick up the receiver and press him constantly from the instant he catches the ball, and continue to press the ball hard until we gain possession, a jump ball is effected, or they attempt a shot. There is no let up from the time we lose possession until we regain it.

The haphazard press follows a definite pattern. One of the offensive guards, an alert boy who has a natural knack for intercepting long passes, drops back immediately when we lose possession. He takes up a position in the front half of our defensive free-throw circle.

The other four players set up the press as shown in **Diag. 1**. Player 2 or 3, whichever is closest, picks up the man with the ball, pressing hard and striving for a steal, a tie-up, a double dribble, traveling, or a wild pass. If there is a quick pass to the side, our other leading presser, 2 or 3, intercepts or picks up the receiver.

Players 2 and 3 work together as a team, sliding and shifting and doubling up on the ball.

Once the ball gets past them, 4 and 5 take over the pressing duties,



Diag. 2



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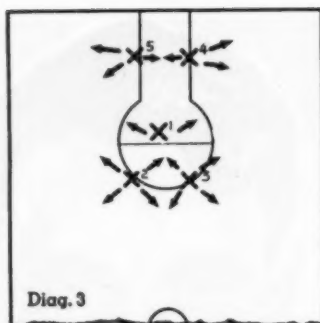
while 2 and 3 immediately drop back to "back up positions," as illustrated in **Diag. 2**.

Now, if the ball gets by 4 and 5, 2 and 3 pick it up again, and so on down the court until we gain possession, a jump, etc., or until the offensive team works it close to our foul circle. When this happens, we drop immediately into the 2-1-2 zone defense—illustrated in **Diag. 3**.

The success of the haphazard press depends primarily on the aggressiveness of the four pressing men and the alertness of the single safety man. If the four press hard enough, the ball-handler will be given little chance to stop long enough to look down the floor for an open receiver. About the best he can do is throw a wild, gambling pass, which is easy to intercept by an alert safety man.

A successful long pass leaves the haphazard press wide open for a lay-up shot, and this will happen many times during a game. But the thing to remember is that the press is not designed so much to keep the opponents from scoring as it is to produce quick scores following sudden changes of possession.

A pressing team naturally will foul. This cannot always be avoided. A foul in the back-court, however, means only one free shot. If the opponents convert it, the ball goes over to you—and you have the



**Diag. 3**

chance to score two points. If they miss, you have a chance to get the rebound.

The writer is the last person in the world to claim that the haphazard press is a sound defense. It's strictly a gambling proposition. But when you have small boys to work with, you have to gamble in order to obtain possession and get your share of shots.

Though we were outsized at least two inches per man in 80% of our games last season, we averaged over 70 shots and over 60 points per game. In closing, I'd like to re-emphasize one point: A press is not a press unless you go all out—half-way pressing is a waste of valuable energy.

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**Playing Area:** Any standard basketball court.

**Equipment:** A regulation volleyball.

**Players:** Any number from 10 up. Though ideal with 8 to 10 on a side, it can be played enjoyably with as many as 20 on a team.

**Line-up:** Similar to that in man-to-man basketball.

**Object:** To score by tapping the ball into the basket, and to prevent the other team from scoring.

**Procedure:** Start with a jump ball at center as in basketball. The teamwork consists of a series of volleys from player to player, advancing the ball through the air.

**Scoring:** Same as in basketball.

**Time:** Two 15-minute halves of straight running time. (Can be changed to meet the situation.)

**Violations:** Ball striking floor; ball going out of bounds; catching ball; more than two successive volleys by one player (but any number of taps can be made when rebounding off backboard in attempting to score; striking ball with fist (repeated offense invokes technical foul); ball striking obstacles around court; and all others covered in basketball code except back-court rule.

**Penalty:** Opposing team takes ball out of bounds at closest boundary line to violation. Ball is put back into play with volleyball serve. It cannot be blocked in this situation. When responsibility for violation cannot be determined, play is resumed with jump at nearest circle between the two players involved.

**Fouls:** Same as in basketball.

**Penalty:** One or two throws as in basketball. Free throw is taken by the fouled player standing on foul line, throwing ball in air for a set-up, and trying to score with a volley.

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# Consistency in Officiating

By **MORRIS D. KAUFMAN**  
Coach-Official, Ellenville (N. Y.) H. S.

*"All the world's a stage and all the men and women merely players . . . and one man in his time plays many parts."*

**E**VERY basketball court is the stage and every referee is the man on whom the kleig lights shine. In his time, which is every evening he steps out on the floor, he wears the toga of a Roman general who can do no wrong, and he emits the shrill yelps of an operatic tenor. He plays his part with the gusto of a Ray Bolger or the antics of a circus monkey.

Where does officiating end and where does acting start? Is there a place for an actor on the basketball court?

The duty of the official is not to perform for the enjoyment of the spectator, but to make sure that the game is played according to the rules. His job also is to assure a smooth-running game in which neither team can obtain an advantage due to his judgment or decision.

Every game is played according to certain rules agreed upon by the majority of those concerned. Basketball is no different. Because of that, certain violations or fouls will be committed and must be detected and called by the official. A foul is a foul, no matter where it is committed, and a violation is a violation, no matter where it occurs.

If a member of Team A fouls in his front court, should that penalty be overlooked because Team B would have to go the length of the floor in order to score a basket? Most of these fouls occur during a scramble for a rebound or a tussle for possession of a loose ball.

We do not allow for any unsportsmanlike act in our everyday living. Why allow it on the basketball court where we are trying to develop that characteristic? Is a slight push or a tug any less damaging than a kick, a hack, or a block when it means gaining possession of the ball or shooting a basket?

And what about the situation where Player A slugs Player B immediately after time expires with the score, Team A-61, Team B-60;

or twenty seconds after time expires but before the referee has approved the score? Should the foul be penalized? Yes, but what official wants to be tarred and feathered on his way out of the gym? Every official would deliberately turn his back on that one.

How about the foul that occurs when a defensive man accidentally bumps an opponent while back-peddaling into position or falling back while guarding his man? Or, how about the player who uses his hands as signal posts? There are players who keep one hand on their opponents to learn of their whereabouts and maintain contact until a definite give-away movement is ascertained. Officials who penalize these contact fouls are few and far between.

This writer has yet to see an official call a traveling violation on a player who falls down or slides along the floor and then passes off while on the floor. Yet the player seldom keeps his contact legally nor stays within his non-traveling steps.

It is this writer's opinion that if a violation occurs and is seen, it should be called. It may lead to audience disgust. It may make the referee look like a "Sherlock Holmes." It may induce criticism from the players who want more lenient officiating, especially where physical contact occurs. But what would happen to the rules that govern this or any other game if violations are continually overlooked? Where does one draw the line?

Anyone who encourages such "leniency" is helping convert basketball to its pre-World War status, when players took their lives in their hands whenever they stepped onto the playing area.

If officials are paid to maintain a smoothly running game, governed by a set of rules, there should be no deviation from those rules, no matter what the situation.

An example in point happened during a county championship play-off at which the writer was an official. The score was tied with 30 seconds to play. Feeling among spec-



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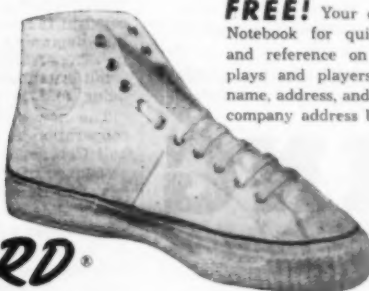
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tators, coaches, and players ran high. It was almost impossible to hear the whistle.

Team A, while in possession, caused the ball to go to the back court. In awarding the ball to Team B, I passed in front of the players' bench and heard this remark by the coach—"Good call, ref."

Shortly thereafter, Team B lost possession and Team A scored. The Team B player who took the ball out-of-bounds, then stepped over the line to get off a long down-court pass. What a bum I was when I called that violation which cost Team B the game!

The referee's code provides that he accompany his decisions with certain signs to inform the scorer, timer, coaches, and spectators. The official must relay that information by sign language.

For example, when an official signals a foul or a time-out or wishes the clock to stop for some other reason; he may raise his arm or extend his fingers with a flourish. The continued usage of this gesture may make the critical onlooker feel that the referee is putting on an act. But most times he is not.

Many timers lose themselves in the game, and often are watching the players rather than the official. The flourish may be used to attract their attention.

Or take the situation in which the official is trying to signal a successful field goal and a foul by a defensive player. He has to shake his head while blowing the whistle, hold up his hand to signal the foul, and to stop the clock, and relay the number of the offending player.

Many players today are reluctant to raise their hands after they have committed a foul. Others are not cognizant of the fact that they are

the offending players (especially in a scramble or under the boards). An official who points a finger in the general direction of the fouler is not playing district attorney. He is merely trying to inform the offending player for his and the scorer's benefit.

Whenever a foul is called and the referee has to walk to the farther foul line, the partisan followers can always be heard to say, "There goes little Napoleon stamping down the floor. Where did he get his license?"

When approached for an explanation of the foul, most officials refrain from comment. In most cases, this makes sense. For one thing, explanations may lead to rhubarbs. For another, who would have any interest in a game where the official stopped play after play to pull out his rule book and explain the reasons for his call? And what players would listen calmly or attentively?

Many players—and coaches, too—even go to the extent of baiting officials, forcing them to extremes. Officials do not have unlimited patience. They make mistakes and often admit them. Theirs is an exacting and thankless job, but they are far more successful in keeping their heads in the heat of competition than players and coaches combined.

If an official has been hired by a school or is sent to the school to do a job, he is worth having. If he is worth having, he must be given some leeway. Being human, he deserves a chance to blow off steam.

Very few officials are Pat Kennedy's and they know it. Few officials are trying to "hog the show." Their success does not depend upon their dramatic ability but upon their talent—built on a solid foundation of basketball knowledge.

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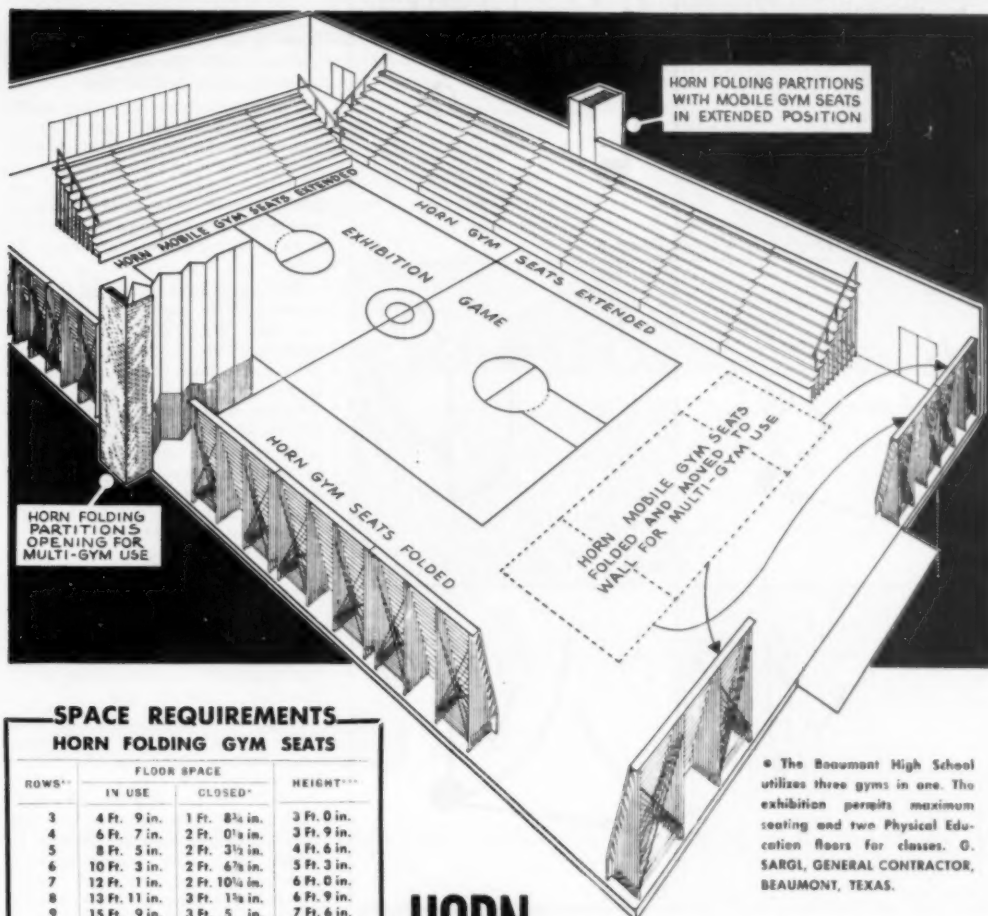
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16	28 Ft. 7 in.	5 Ft. 4 1/2 in.	12 Ft. 9 in.
17	30 Ft. 5 in.	5 Ft. 11 1/2 in.	13 Ft. 6 in.
18	32 Ft. 3 in.	5 Ft. 11 1/2 in.	14 Ft. 3 in.
19	34 Ft. 1 in.	6 Ft. 2 1/2 in.	15 Ft. 0 in.
20	35 Ft. 11 in.	6 Ft. 6 1/2 in.	15 Ft. 9 in.
21	37 Ft. 9 in.	6 Ft. 9 1/2 in.	16 Ft. 6 in.
22	39 Ft. 7 in.	7 Ft. 0 1/2 in.	17 Ft. 3 in.
23	41 Ft. 5 in.	7 Ft. 4 1/2 in.	18 Ft. 0 in.
24	43 Ft. 3 in.	7 Ft. 7 1/2 in.	18 Ft. 9 in.
25	45 Ft. 1 in.	7 Ft. 11 in.	19 Ft. 6 in.
26	46 Ft. 11 in.	8 Ft. 2 1/2 in.	20 Ft. 3 in.
27	48 Ft. 9 in.	8 Ft. 5 1/2 in.	21 Ft. 0 in.
28	50 Ft. 7 in.	8 Ft. 9 1/2 in.	21 Ft. 9 in.
29	52 Ft. 5 in.	9 Ft. 0 1/2 in.	22 Ft. 6 in.
30	54 Ft. 3 in.	9 Ft. 3 1/2 in.	23 Ft. 3 in.

\* Dimensions include 4 1/2" space between top seat and wall.

\*\* Higher than 30 rows consult Engineering Dept.

\*\*\* Height in open position same as closed.

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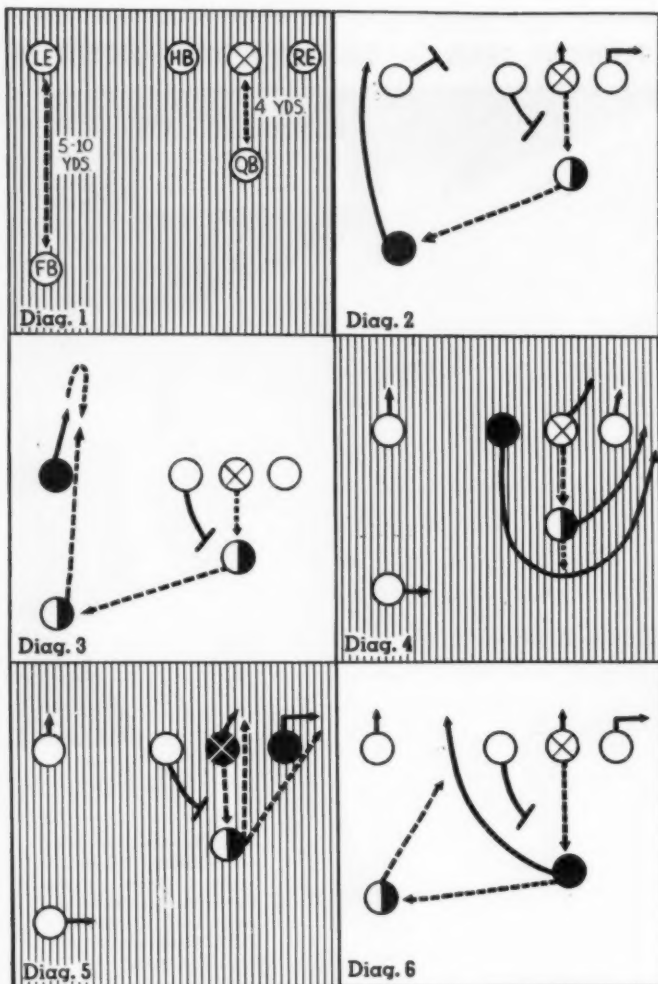
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## SIX-MAN SPREAD

**U**PON assessing our six-man football squad last season, we decided that we needed an attack with more deception than the T or the short punt that we had been using. These formations had served us well, but were not quite adapted to our material.

We needed a system with deception, and the T and the short punt didn't afford enough of it, thanks to the rule which makes a clear pass mandatory before a run.

After trying several different formations, we settled upon a unique type of spread. We felt that with this

formation we could spread the defense to the point where they would be playing us man-to-man.

And when you can do that in football, you have a definite advantage. While you know what you're going to do, the defensive man can only guess. And one little hesitation or error on his part can mean long yardage or actual points.

As with most six-man attacks, the spread requires a versatile quarterback, a boy who can pass as well as run. The formation is set up as shown in **Diag. 1**. One end and one back (the fullback) are shifted way

By **EUGENE HOPPER**  
Coach, Bluffs (Ill.) High School

over to the side. The end plays on the line, while the back sets up 5-10 yards directly behind him.

The quarterback may play under the center as in the T, get the pass, fade back, and feed over to the fullback; or he may play 4 yards back of center, take a direct snap, and then feed off. The latter option is preferred, since it gives the quarterback a better chance to survey the field.

The other back plays on the line in the position vacated by the flanking end. This back usually fades back to block for the quarterback. Why put a back in the line if he's going to fade back anyway? Simply because it prevents cluttering up the backfield.

As you may note, this formation is really a free-lance affair. The quarterback doesn't call a particular play but only a spread to the right or left. In the huddle, however, he may ask for any defensive weaknesses that might have been detected.

**Diag. 2** shows our most popular play. The quarterback takes the snap from center and passes over to the fullback, who runs behind the blocking of the left end.

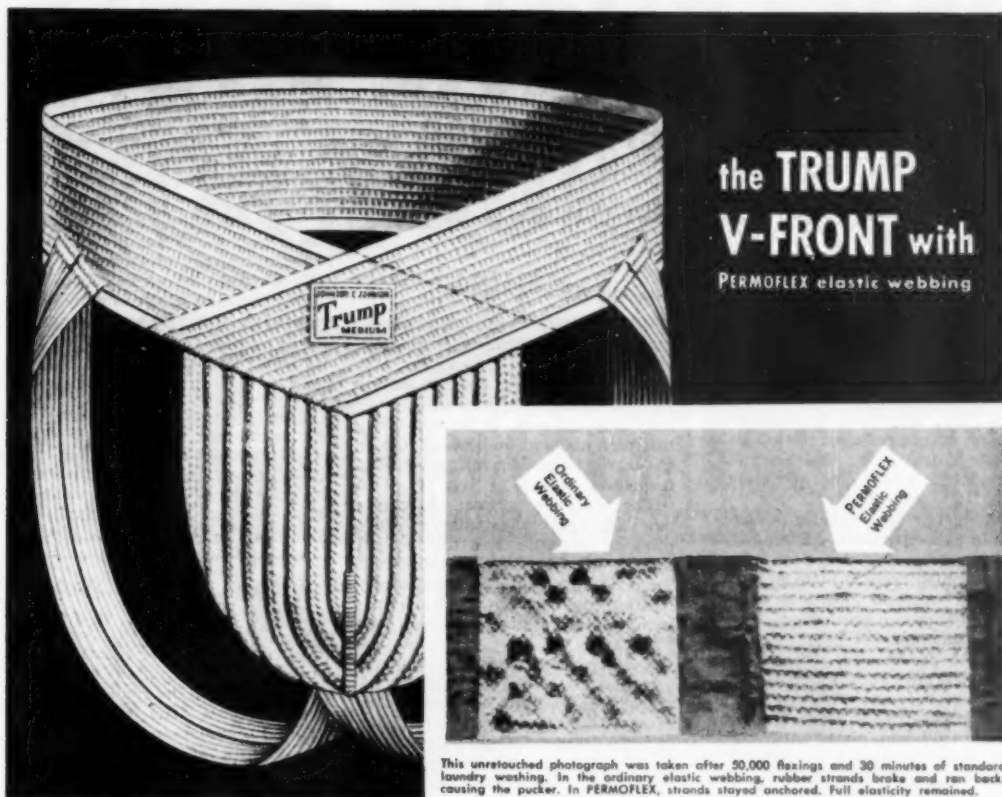
**Diag. 3:** This play is especially deceptive when run immediately after the preceding one. As before, the quarterback clears the ball to the fullback. But this time the fullback passes downfield to the end. The latter may go down straight or button-hook. The button-hook is particularly recommended where the fullback cannot throw a long, accurate pass.

**Diag. 4:** This is a good one against a defense that stops charging the passer, or to throw the defense off-balance and make them play man-to-man. As the quarter takes the snap from center, the back playing on the line pulls out and drives around the snap receiver. He takes a feed-off and then circles the end behind the blocking of the right end, center, and quarterback. When called at the right time and not too often, this play will go for long yardage.

**Diag. 5:** This is a short flip from the quarterback to the center just over the line of scrimmage, or to the right end in the flat. The flip to the flat is a good play but dangerous in that the quarterback is the only safety valve against an interception.

The same type of short flip just

(Concluded on page 44)



*A Johnson & Johnson exclusive for your teams—*  
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**long PERMOFLEX life!**

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THE NEW YORK YANKEE BASEBALL CLUB is using and endorsing Johnson & Johnson V-Front Supporters for the fourth straight season.

# Role of Vitamins in Athletic Performance

By DR. WESLEY M. STATON, University of Florida

**A**T THE present time, scientific investigation has identified some 22 organic compounds which exhibit the traits of vitamins. Relatively few of these have been shown to be highly significant in human nutrition. Those which are contributory to physiologic efficiency include vitamin A, thiamine (B<sub>1</sub>), riboflavin (B<sub>2</sub>), niacin, ascorbic acid (C), and vitamin D.

Although the precise effect of these substances on neuromuscular performance has not been clearly established, there is little doubt that certain minimal amounts are required to attain the highest level of body function.

Since inadequacy or deficiency seldom occurs in only one particular vitamin, it is not advisable to concentrate on the intake of any one to the exclusion of the others. Furthermore, it should be noted that only those factors related to physical performance in sports are considered in the following analysis of the several vitamins. Other nutritional benefits, relating to general health and well-being, are not specifically discussed here.

## VITAMIN A

Vitamin A apparently has little relationship to the efficiency of muscle function in young athletes. However, one of the first evidences of vitamin A shortage is the diminished function of the sweat glands of the skin. Since sweating is one of the major adaptive mechanisms for cooling the body during exercise, it would seem that adequate vitamin A intake is indirectly related to optimal athletic efficiency.

This factor would be of special consideration in the southern parts of the nation where excessive heat and humidity are experienced. The National Research Council<sup>1</sup> recommends a daily intake of 5000 International Units for moderately active boys of junior and senior high school age. Good food sources of vitamin A include liver, eggs, carrots, squash, sweet potatoes, greens, milk, cheese, and fortified margarine.

## THIAMINE (B<sub>1</sub>)

Adequate amounts of thiamine are of prime necessity for the most effective utilization of starches and sugars by the body. Since sugar, or glucose, is the fundamental fuel for muscular activity, it follows that thiamine plays an important role in the intricate pattern of muscle performance.

The nervous system functions more efficiently with sufficient supplies of thiamine, and the oxygen uptake of the heart is increased. There is apparently a rather direct relationship between thiamine nutrition and optimal physical performance.

The National Research Council recommends a daily intake of 1.5 milligrams for boys 13 to 15 years of age, and 1.7 milligrams for boys 16 to 20 years old. Good food sources of this vitamin include pork, beef, veal, ham, whole wheat bread, dried beans, peas, oatmeal, enriched white bread, and brewers' yeast.

## RIBOFLAVIN (B<sub>2</sub>)

Riboflavin, along with thiamine, aids the body in making the most efficient utilization of sugars and starches. Consequently, this substance makes a significant contribution to optimal muscular effort. Riboflavin also facilitates tissue respiration and therefore assists in the process of oxygenation, the crucial factor in endurance activities.

The National Research Council cites a daily allowance of 2.0 milligrams for boys 13 to 15 years old, and 2.5 milligrams for youths 16 to 20 years of age. Among the better food sources of riboflavin are liver, brewers' yeast, milk, prunes, fish, beef, beans, eggs, pork, peas, and almonds.

## NIACIN

Niacin completes the well-known B-complex triumvirate of thiamine, riboflavin, and niacin. With the others of the B-complex, niacin promotes the conversion of sugars into muscle energy and helps make possible efficient oxygenation of muscle

tissue. It may be assumed, then, that adequate nutrition in this vitamin assists in establishing the basis for top physical performance.

Tables of the National Research Council indicate a daily intake of 15 milligrams for boys 13 to 15, and 17 milligrams for boys from 16 to 20 years of age. Since there is evidence that significant amounts of niacin may be lost in sweat, it would seem advisable for the coach to be alert to the possible development of deficiency among athletes participating in hot humid environments.

Good food sources of niacin include liver, pork, bran, salmon, beef, poultry, peanuts, and brewers' yeast.

## ASCORBIC ACID (C)

Vitamin C, or ascorbic acid, contributes to the effectiveness of tissue respiration and maintains the "cement" substances which hold together the cells of the blood vessels and other tissues. Thus, this vitamin helps in the establishment and maintenance of the qualities of elasticity, rigidity, and density of muscles.

The need for adequacy of ascorbic acid intake in connection with muscular efficiency is obvious. Recently, an intriguing piece of research was reported in Paris<sup>2</sup> on the influence of ascorbic acid in reducing muscular soreness. The results were highly suggestive in regard to the potentialities of this substance in overcoming one of the major problems confronting coaches in the early stages of the season.

During the past year, the writer conducted an experimental investigation<sup>3</sup> of this problem, using more than 100 college men as subjects. Although the results did not show a marked superiority for the group that ingested adequate amounts of vitamin C, there was sufficient difference to indicate that this vitamin has value in minimizing localized muscle soreness among athletes. Further research is needed to confirm or reject this tentative postulate.

Thus, from the standpoint of sound nutritional theory and the evidence afforded by certain exploratory studies, it would seem that ascorbic acid is a major consideration in the vitamin nutrition of young athletes. Acceptable daily intakes, according to the National Research Council, are 90 milligrams for boys 13 to 15 years of age, and 100 milligrams for youths 16 to 20 years old.

It should be noted that these allowances are appreciably higher than those recommended for younger boys and male adults. Therefore, it is possible that high school youths

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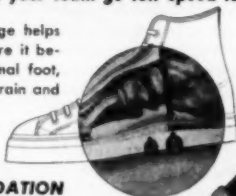
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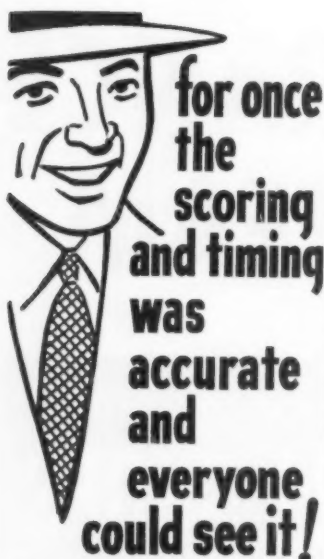
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are more likely to show deficiency in vitamin C than in certain of the other vitamins.

Furthermore, it is well to point out that surveys indicate that pupils living in citrus-growing areas of the nation are just as likely to exhibit inadequacies as are youngsters in other sections—a note of caution to coaches in Florida and California.

The better food sources of ascorbic acid include grapefruit, oranges, strawberries, cantaloupe, cabbage, turnips, potatoes, and tomatoes.

### VITAMIN D

Vitamin D—actually a group of related compounds—appears to have little relationship to muscle physiology and optimal physical performance. The need for vitamin D is based upon recognition of its value in contributing to normal growth and development by facilitating the absorption and use of calcium and phosphorus.

Since phosphorus is essential in the chemical picture of muscular contraction, and since some investigators claim that muscle efficiency is increased by high phosphate intake, theoretical speculation might indicate an indirect influence of vitamin D on athletic performance. Nonetheless, there is small chance that the average American youth lacks sufficient quantities of this substance in his body.

In southern climates, exposure to the rays of the sun will ensure adequate production of vitamin D by the body. There may be some need for dietary supply in northern sections of the United States during the winter months.

The National Research Council recommends an intake of 400 International Units each day for high-school-age boys in situations where exposure to sunlight is not sufficient. Good food sources of vitamin D include salmon, tuna, sardines, herring, eggs, and fortified whole or evaporated milk.

### CONCLUDING REMARKS

From the necessarily brief consideration of those vitamins shown to be important in human health and nutrition, it may be concluded that optimal sports performance depends, to a significant degree, upon the adequate daily intake of these vital substances. Of particular importance among the group discussed are those of the B-complex—thiamine, riboflavin, and niacin—and vitamin C, or ascorbic acid.

To summarize further, it should be emphasized that the adherence to a well-balanced dietary is the best insurance against either borderline or frank vitamin deficiency

among high school athletes. In certain unusual individual or environmental situations, there may be justification for supplementing the regular diet with vitamin concentrates. In these cases, wherever possible, the advice of a physician should be sought.

From the practical standpoint, it may be well for the coach to keep in mind the factors which operate against the probability of the high school boy obtaining adequate quantities of the necessary vitamins. These factors include:

1. The high cost of a majority of those foods which are richest in vitamins.

2. The lack of knowledge on the part of pupils and parents as to what constitutes a well-balanced diet.

3. The firmly established poor food habits prevalent among the population.

4. The rather wide range of individual, family, ethnic, racial, and regional tastes in food.

5. The possibility of subnormal digestion, absorption, and utilization of foods as a result of minor gastrointestinal defects, continued use of laxatives—especially mineral oil—or other drugs, and the repeated ingestion of antacids.

6. The reduced availability of vitamins in certain foods either because of their chemical nature—i.e., in a form that cannot be readily used by the human body—or as a result of variances in the quality of soil in which the foods are grown.

It is evident, therefore, that we may be somewhat naive in recommending an "ideal" diet for the "average" person of any age or occupation. The many variables in the situation tend to break down the bridge spanning theory and practice.

However, since it is necessary and worthwhile to set down some acceptable basic pattern as a standard for dietary comparisons, the following recommendation of the National Research Council<sup>4</sup> is cited:

Milk	1 pint
Egg	1 daily, if possible
	(beans, peanuts, cheese, or more milk or meat may be substituted)
Meat, fish, or fowl	1 or more servings
Potato	1 or more
Vegetables	2 or more servings
Fruits	2 or more. One citrus fruit or tomato or other good source of vitamin C
Cereals and bread	Whole grain or enriched
Other foods as needed	to complete the meals.

It must be recognized that the family food budget often prohibits the observance of these recommen-

(Concluded on page 39)



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*when you mean peddle*

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**HOLDING  
BY DEFENSE**  
Grasping of one wrist  
Illegal use of hands or  
arms—same signal fol-  
lowed by interference  
signal



**PERSONAL FOUL**  
Extended arm moved up and down



**ILLEGAL FORWARD  
PASS**  
Wave hand behind back. In-  
tentional grounding of pass  
—Same signal followed by  
raising both hands over right  
shoulder, then thrusting them  
forward and down.



**CRAWLING, PUSHING  
or HELPING RUNNER**  
Arms down and pushed  
forward

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Slap back of knee

**UNSPORTSMANLIKE  
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Sidewise extension of both arms



**TIME-OUT**  
Hands rapidly  
criss-crossed overhead



**INTERFERENCE WITH  
FAIR CATCH or  
FORWARD PASS**

Pushing hands forward from  
shoulder hands vertical



**DELAY OF GAME  
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TIME-OUT**  
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PENALTY DECLINED; NO PLAY or  
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Taken From National Federation Football Code

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**PLANTERS PEANUTS**

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(Continued from page 36)

dations to a sufficient extent. Particularly with those boys who come from large families of the lower—or even the middle—economic strata, the problem of adhering to this basic food pattern is a formidable one.

Perhaps the best avenue of approach here is for the coach to point out the nutritive value of fortified foods. These enriched staple foods, usually less expensive than certain other items, include white bread, flour, corn meal, rice, and margarine. The increased use of such fortified cheap staple foods was recently recommended in the *Journal of the American Medical Association*.<sup>5</sup> Vitamin-enriched candy is not recommended.

In view of the fact that fresh whole milk today is beyond the food budget of some families, it might be pointed out that reliable brands of non-fat milk solids (dry skim milk) are palatable, nutritious, and inexpensive substitutes.

In conclusion, remember that just as your automobile operates more efficiently on high grade fuel and lubricating oil, so your young athletes are better prepared to achieve peak performance if they are adequately nutrified. The amounts of vitamins required each day are extremely small—the difference between a good athlete and a champion is seldom large.

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<sup>1</sup> National Research Council: "Recommended Dietary Allowances," revised, Washington, D.C., 1948.

<sup>2</sup> Daumezon, G., L. Cassan, and P. Delamarre: "Essai de Reduction des Myalgies de L'Electro-choque par la Vitamine C," *Annales Medico-Psychologiques*, 11:428 (Nov.) 1945.

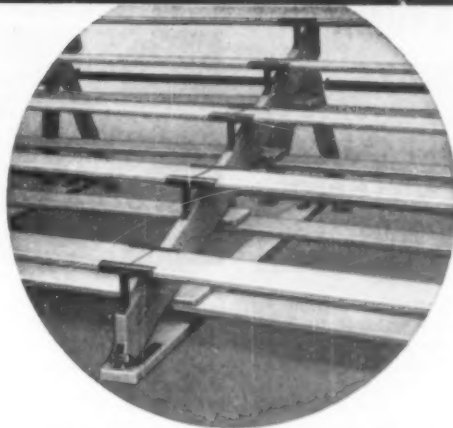
<sup>3</sup> Staton, Wesley M.: "The Effect of Ascorbic Acid Ingestion in Minimizing Localized Muscular Soreness." Unpublished study, Associated Press dispatch, *The Florida Times-Union* (Jacksonville), January 21, 1951.

<sup>4</sup> National Research Council: "Recommended Dietary Allowances," revised, Reprint and Circular Series No. 122, Washington, D.C., 1945.

<sup>5</sup> Cowgill, George R.: "Improving the Quality of Cheap Staple Foods," *Journal of the American Medical Assn.*, 142:721 (March 11) 1950.

**T**HIS concludes a two-part series on the influence of vitamins on the performance of schoolboy athletes. The author, Dr. Wesley M. Staton, is a specialist in the field. Besides being an associate professor of physical education at the U. of Florida, he has lectured and conducted research in hygiene and sports physiology at U.C.I.A. and Boston U.

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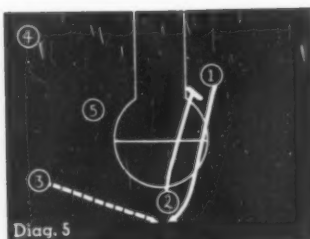
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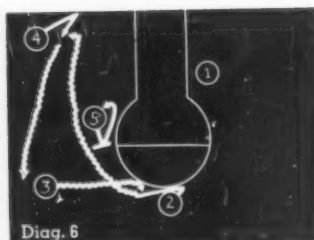
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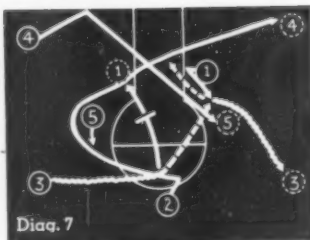
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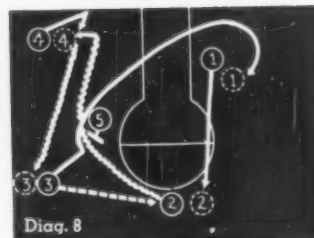
Diag. 5



Diag. 6



Diag. 7



Diag. 8

The nice thing about this simple movement is that we're really trapping the defensive man covering 5. No matter what he does, it will be wrong. You cut 3 by 5 and he scores. What do you think X-5 will do the next time 3 drives by? He will drop off to stop 3. But when he tries to recover and pick up his own man, he will find 2 in front of him screening him off and 5 out in the 2 hole ready to receive a pass from 1, who has the ball in the 3 hole.

No. 5 will nearly always be open for a shot at the head of the circle when you run the Change-of-Sides. It doesn't make any difference whether the opponent is playing man-to-man or a checking defense. This is my starting point and a pretty fair offense in itself. If you get this simple pattern down, the rest of my offense will come easily.

There is no reason for a bad pass in running the Drake Shuffle. First, let's take the situation where the man covering 2 is playing him tight for an interception. We do three things to cope with this situation, which eliminate a possible interception by X-2.

Anytime X-2 is pressing 2 closely, 2 immediately exchanges posi-

tions with 1 or actually screens for 1, who comes to the 2 hole and becomes the 2 man. This makes the pass from 3 to 2 easy, as indicated in **Diag. 5**. We can now, if we desire, run the Change-of-Sides.

The second thing we do is have 3 dribble over to 2 and hand off to him, setting up a three-man-roll, as indicated in **Diag. 6**. When 2 sees 3 start dribbling towards him, he must not move towards him but hold until 3 is about three feet from him. At the same time 3 starts the dribble, 5 must take a position alongside the free-throw line.

When we run this roll, we are really free-lancing, trying to score at any opportunity. For instance, 2 might dribble all the way in for a lay-up, or 4 might shoot over 2 on the roll. Even when this roll is in progress, the holes on the floor are always covered and the Change-of-Sides may be run at any time.

In **Diag. 6**, the No. 3 man becomes the No. 2 man because he now occupies that hole. The original 2 man becomes the 3 man until 4 takes the ball from him on the roll. Then, because he is now occupying the 4 hole, he becomes the No. 4 man. No. 4, who took the ball from original No. 2, becomes the 3 man since he's now occupying that hole.

We can continue this roll if we so desire, producing a lot of natural screens, but we are always balanced. No. 5 assumes his natural position after 2 uses him as a screen. The thing 5 must remember is, whenever the man from the 3 hole dribbles towards the 2 spot, he must take the position alongside the free-throw line. The 2 man must not go towards 3 when he (3) starts his

dribble; this will prevent 2 from using the screen set up by 5.

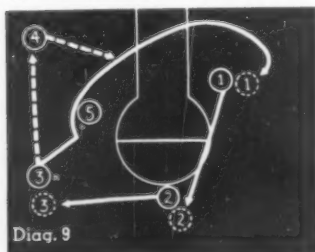
As shown in **Diag. 6**, even though the players are moving rapidly, all the holes are filled. No. 4, who took the ball to the 3 hole, can pass immediately to the new man occupying the 2 hole and you are ready to run the Change-of-Sides.

The third thing we do to cope with a ball-hawking X-2 is outlined in **Diag. 7**. The play starts as before, with 3 dribbling over to 2. But instead of 3 giving the ball to 2, he tells 2 to "GO." No. 3 feints a pass to 2 as he goes by and then passes to 1.

Our Change-of-Sides is now on, although it's set up in a different manner. No. 2 is the first cutter on the Change-of-Sides, but actually becomes the No. 3 man just as soon as he passes by the man who brought the ball over and told him to "GO." So all the men's assignments are the same as our original Change-of-Sides.

The first cutter always goes to the 4 hole on the opposite side of the floor, while 4 becomes the new post man by going to the 5 hole on the opposite side. No. 1 looks for the first cutter who might be in the clear for a lay-up, then dribbles out to the 3 hole. No. 3 screens for post man 5 and then becomes the weak-side, or No. 1, man. No. 5 comes to the 2 hole.

The same things apply to 5 and 2 as applied previously on the dribble over by 3. To repeat, 5 immediately takes his position alongside the free-throw line, which really sets up a staggered double pick on the guard covering 2, the man you are sending in. No. 2 must not meet



Diag. 9

3 who is dribbling over. He holds his position until 3 is about three feet from him so that he can use him as well as 5 to wipe off his man.

Frequently, after starting the Change-of-Sides, we won't be able to run in. For instance, suppose 3 passes to 2 and cuts for the basket, and 2 can't make the pass to 1. Now, the forcing play on the Change-of-sides is on and must be run.

If 2 can't make the pass to 1, he may elect to dribble to the corner to 4, thus starting our roll with only two players (Diag. 8). When 1 sees that 2 can't pass to him, he immediately comes out to the 2 hole, thus balancing the court. The cutter, 3, pulls up in the 1 hole and becomes the weak-side, or No. 1, man.

The fact that we're always ready to go and always covering the spots makes this formation workable at all times. We know we won't always be able to make the pass to 1; and also, from a timing standpoint, that 2 won't always be able to pass to 1 immediately. Whenever 2 is delayed, he isn't permitted to make the pass at all, for it will then be too late to feed 3, if he is open. The success of the Change-of-Sides hinges greatly on a very rapid pass exchange from 3 to 2 to 1.

Our solo cuts for the basket are part of our free-lance, though we're always ready to go into our set formation after each cut. Diag. 9 shows 3 passing to 4 and breaking for the basket. If 3 gets a step on his man, 4 feeds him, of course. If he's open, okay, and if he isn't it doesn't upset the pattern.

#### ALWAYS FILL HOLE

Anytime a solo cut is made for the basket, we fill in the hole left by the cutter. No. 2 moves over to fill the hole left open by 3, and 1 comes out to the head of the circle into the spot vacated by 2. No. 3's cut has forced 1 to leave his spot, and these positions are filled very rapidly. No. 3 fills the 1 spot, while 5 holds his position.

Whenever 3 passes directly to the post man, 5, this is classified as a solo cut for the basket, and we adjust in the same fashion as shown in Diag. 9. No. 5 may give off to 3 as he cuts by, inasmuch as we definitely try to score on the solo cuts by 3 and 4.

If you'd like to split the post (when the ball goes inside to 5), this could easily be included in your set pattern. These solo cuts keep the defensive team constantly engaged. My boys aren't allowed to stand still for a second whenever in the of-

(Concluded on next page)

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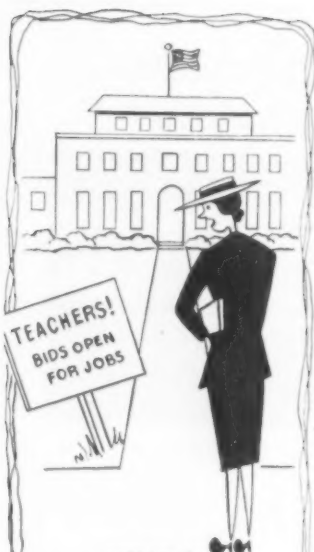
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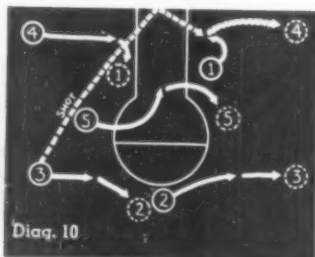
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fensive end of the basketball court. All the plays so far have been set up on the left side of the court, but they must be learned equally as well on the other side. Once you get a picture of our five-man movement and the spots they operate from, the rest is rather simple.

For a high school team, I believe that the Change-of-Sides, the solo cuts for the basket, and a rolling game will provide a very simple but flexible offense. Any number of plays may be run from this five-man-moving offense. It's the most interesting offense I've ever coached, and one that comes closest to meeting all the needs of both high school and college coaches.

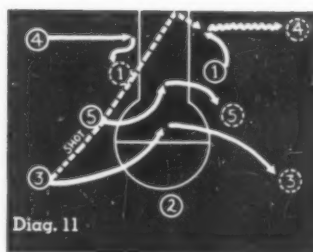
This offense is extremely effective against a team that uses a fast break as the primary weapon of attack. The big post man might be out in the 2 hole when the ball is fired at the basket, while the fast forward who is supposed to lead the break might be covering the 4 or 5 man.

We can also put three or three and a half men on the offensive boards. **Diag. 10** shows three men on the board. Assuming that someone fires from the 3 hole, either from the position indicated or during the figure-eight, this is the way we would hit the offensive board. If the ball comes back to the side on which we were lined up originally, then all players would take the position they previously occupied.

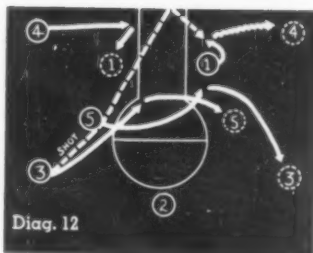


Against a team that uses a fast break as a minor weapon, we'll put three and a half men on the board (**Diag. 11**). The half-man is always the No. 3 man no matter what side you are lined up on. The No. 2 man is always back. This fixed responsibility ruins the alibi of any player caught going in for the ball when in the No. 2 position with three and a half men on the board.

No. 3 will always be the No. 3 man no matter what side the ball comes out on. No. 2 holds, and 5 remains in the 5 spot. No. 1 remains the No. 1 man unless the ball comes to his side of the court. In this case he becomes the 4 man. If



Diag. 11



Diag. 12

the ball again comes to the strong side (where you were lined up when the shot was taken), all players end up in their original spots.

There'll be times when you'll want to send four men to the board. When the opponent don't use the break as a threat, for example, you can afford to gamble a little. Or you might be trailing in the last few minutes and must gamble. You need that ball, and some good, hard, offensive rebounding might do the trick.

**Diag. 12** shows how we send four men to the board. No. 2 holds his position no matter where the ball goes, as the safety valve against the break. The ball is taken off the board by 1, who goes to the 4 hole if the ball comes out on his side, as he always does no matter whether you have three, three and a half, or four men on the boards. No. 5 goes to the 3 hole, 3 goes to the 5 hole, and 4 takes the weak-side 1 hole.

During practice, I'll always indicate the number of men I want on the offensive boards so that they can learn their various assignments.

The foregoing constitutes the basic foundation of my offense. The elaborate treatment given it has been essential; for without a thorough understanding of the basic elements, it would be difficult for a coach to adapt the offense to his team—and the follow-up article next month would be worthless. It's a very simple offense, and it doesn't take college men to run it effectively.

In the next issue, I'll continue on with the Shuffle, showing you how we use it against a pressing defense as well as a zone.

## Sliding Man-to-Man

(Continued from page 7)

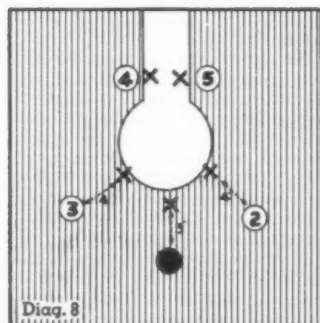
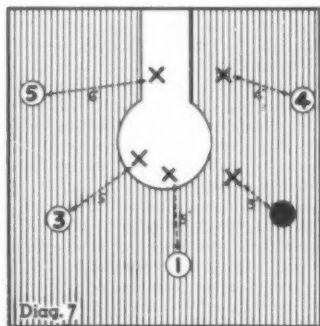
If the pivot man moves out into Area III, the defensive man plays directly behind and not quite as closely.

Since so many offenses revolve around the pivot man, we work hard on ways and means of preventing the ball from reaching the post. Whenever possible, the defensive man guarding the pivot tries to get into advantageous rebounding position by boxing out the pivot.

In case of an interchange in the front court, we shuttle our defensive men, with the ball determining the priority of movement. **Diag. 4** shows 1 dribbling across with X-1 sliding in front of X-2.

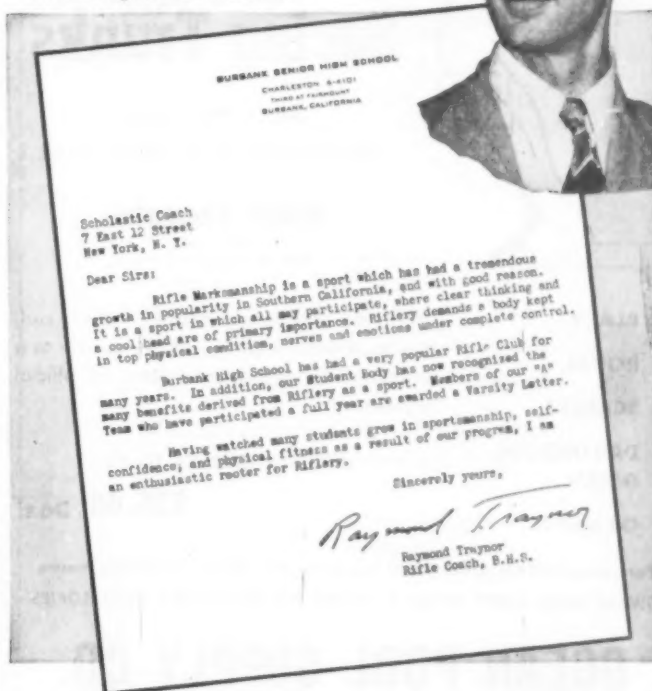
In **Diag. 5**, 1 interchanges and gives the ball to 2. In this case, X-2 has priority and X-1 drops behind. If 1 or 2 breaks clear on the interchange, we do not switch but have the player take the shortest path to the basket to pick up his man.

The only time we switch men is when the offense sets up a post and cuts a man by him. In this case we allow either man involved to call the switch, but there must be a vocal call or no switch is made. The players are encouraged to fight their



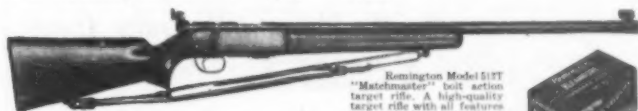
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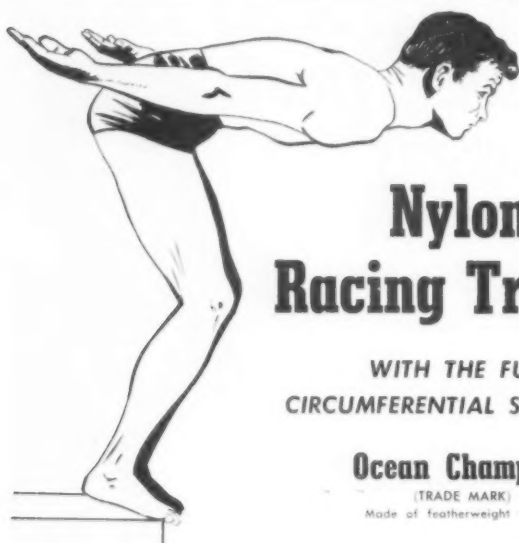
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way through screens whenever they can do so.

The next two diagrams show the spacing of the defensive men when the offense keeps the middle open. **Diag. 6** shows the positions of the defense when the ball is in the front-court, while **Diag. 7** shows the defensive alignment with the ball at the side-court position.

**Diag. 8** outlines the basic alignment of the sliding man-to-man against a double-post attack.

One of the outgrowths of this system may be an increasing emphasis on the development of outside set shooters. Properly employed, the sliding man-to-man defense forces the offensive team to shoot from 25 to 35 feet out, and if a team does not have men who can hit from this distance their scoring power will be drastically reduced.

## Six-Man Spread

(Continued from page 32)

over the line may be tossed to the blocking back. Instead of fading back to block, the half may cut sharply to his left while the other men run the same patterns.

**Diag. 6** shows another of our favorite plays. The quarterback takes the snap, passes over to the fullback, then cuts downfield outside of the blocking back for a return pass from the fullback.

All of these plays may be run either to the left or right. As previously mentioned, the plays are extemporaneous affairs with the quarterback and the fullback making their moves only after receiving the ball. Since the players keep running the same patterns, this places no hardship on anybody.

An exception to this is the reverse in **Diag. 4**. This play must be planned beforehand, inasmuch as it calls for a sharp change in the pattern.

Various other combinations may also be worked out from this base. While definite blocking assignments may be given, this isn't advised since the defensive positions will constantly fluctuate.

The system has one fault. It's almost impossible to punt from it unless the quarterback is positioned deeper. On punts the halfback blocks as usual and is assisted by the opposite end, who also drops back to block. This leaves the center and the spread end to cover the punt.

This system is simple and it works. I have even used an adaptation of it in the eleven-man game. Powerful Chuck Boerio, now a great defensive linebacker at Illinois, made it go for me at Kincaid High in 1948.

## "Here Below"

(Continued from page 5)

With the necessity for such materials growing more and more urgent in these critical years, we thought we'd intensify this aspect of our editorial program by instituting a regular department on health education. Entitled "Food and Fitness," this department has now been running for two months, and we hope it has been proving helpful to you.

By confining the text to a single page, printing it in larger type, projecting it directly at the student, and refurbishing it with color and humorous illustrations, we've attempted to make an attractive poster out of it suitable for bulletin-board display.

A word most certainly is in order about the editor of this department, Dr. Henry F. Donn. Veteran readers of *Scholastic Coach* will undoubtedly recognize the name. Dr. Donn has been writing brilliant health articles for us for the past five years. Particularly memorable is his superb nine-part series on personal hygiene (October 1946 through June 1947).

Dr. Donn is ideally qualified for his editing role. Besides being a physical education instructor and coach at Weequahic High School in Newark, N. J., he is an outstanding official and possesses a doctorate of hygiene from New York University.

Both Dr. Donn and ourselves will gratefully welcome any and all suggestions on our "Food and Fitness" page. You may address all correspondence to Dr. Donn in care of Scholastic Coach, 351 Fourth Ave., New York 10, N. Y.

\* \* \*

BE a buddy by filling out the questionnaire on page 64. It'll take just a few minutes, and your answers will help us in our editorial planning. Thank you.

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**T**HAT most bombastic of minor league managers, Spencer Abbott, was never more than a short bunt away from an apoplectic fit. Even a national emergency couldn't stay the swift lightning of his tongue. When the draft took Abbott's two second basemen and a shortstop back in 1941, Abbott exploded.

"That \$#%\$!?! government," he screamed, "must be figuring on fighting a war around second base."

**Speaking of the baseball situation** during the war recalls a story about Branch Rickey and Jake Pitler. Jake, now a coach with the Dodgers, was managing Newport News in 1944, and most of the players he had were kids too young for military service.

One day Rickey was going over the roster with Pitler when he came to the name of a player Pitler was using as a pitcher-outfielder. "Let this man go," suggested Branch. "He can't pitch, he can't field, and he can't hit."

"But I've got to keep him, Mr Rickey," replied Pitler. "He's the only one old enough to drive the bus."

**During the days** when Boston observed a Sunday curfew hour for baseball games, Jimmy Dykes, stalling for time to protect a rapidly disappearing lead, called for a change of pitchers. The relief man ambled all the way in from the bull pen before Jimmy recognized him. "Sorry," he said, oozing contrition to the umpires. "By some unfortunate error, the wrong man has come in from the bull pen."

The umpires didn't go for the stunt, and insisted that the new man must pitch. Dykes' White Sox lost the game and Jimmy got fined in the bargain. Next time the same crew of umpires worked a White Sox game was in Washington. When the game started, Dykes' coach, Mule Haas, delivered a lineup consisting of only eight

names to the ump-in-chief.

"My boss says," he told the umpire, "that you'll pick the pitcher, like you did in Boston."

**Fred Hunter**, now a Phillies' scout, was once umpiring a game behind that fine old catcher, Bubbles Hargrave. Bubbles growled at several of Hunter's calls, and the umpire had to admonish him. "Listen, Bub," he muttered, "don't you know I'm entitled to miss ten a game?"

"Okay, okay," retorted Hargrave, "but would you mind missing the other five on the other team?"

**An office boy** was at a ball game when his boss suddenly came up behind him. "So this is your uncle's funeral, eh?" he snapped at the startled kid.

"Looks like it," the quick-thinking youngster replied. "He's the umpire down there."

**After an in-and-out career** in the majors, Jim Bagby moved down to Indianapolis where, in one of his first outings, he came up against a red hot Minneapolis club. The Minneapolis hitters made bullets out of everything Jim threw, and several of the family men in the Indians' infield grew concerned for their lives.

Don Gutteridge, the third baseman, strolled over to talk to Jim. "Can't you walk a couple of these guys?" he pleaded, caressing several lumps on his shins.

Bagby wiped the sweat from his brow. "Get back there, you coward," he snapped. "I'm a lot closer to them than you are."

**Anytime you're looking** for an anti-sport bluenose to hang in effigy, we recommend Galen, the famous Roman physician of 130-200 A.D. Look what this ignoble Roman had to say about athletes:

"If by the will of Jupiter all living beings were brought together in harmony, and if the herald of Olympus called both men and animals to a con-

test in the same arena, no man would receive a crown. The horse would take it on the long course called *dolichos*; the hare in the stadium; the antelope in the *diaulos*. No mortal could enter into competition with the animals in quickness of foot. O light-footed athlete! What a miserable showing you make!

"A descendant of Hercules himself would not prove strong as an elephant or a lion. The bull would triumph over the pugilist, and if the ass were allowed to combat with his heels he would be a victor. In the learned annals of history there would have to be written that man had been conquered in the *pancratium* by the ass, and it would probably be recorded in these words: 'Twenty-first Olympiad, Mr. John Ass—the Laurel Crown.'"

Galen summed up the situation with a quotation from the great poet Euripides (c. 484—407 B. C.):

"A thousand evils afflict Greece, and not one greater than athletics."

**Lefty Gomez**, the great Yankee southpaw of the '30s, was one of the worst hitters in baseball history. One afternoon, he unexpectedly found himself on third base and he immediately suggested to Coach Fletcher that he be permitted to steal home. "Steal home!" Fletcher exploded. "Why, it's taken you five years to get this far, and now you want to spoil it!"

**When Elmer Valo** of the A's crashed into Catcher Gus Niarhos of the White Sox in the last inning of a game in Philadelphia, a battle royal broke out among the players. Finally, the A's manager, Jimmy Dykes, walked over the Umpire Charlie Berry and said, "Come on, Charlie, get 'em to stop fighting and let's get on with the game."

"Niarhos dropped the ball, the run counts, and the game is over," Berry intoned. "In that case," snapped Dykes, "let 'em fight."

**Rube Marshall**, pitching for Wichita Falls, Tex., clouted a homer early in the game and then proceeded to pitch shut-out ball for seven innings to maintain his slim lead. In the eighth inning, however, he blew sky-high and loaded the bags on twelve straight balls. That was all for the Rube, and his manager waved him to the shower room.

Rube realized the move was justifiable, but he wasn't going to leave without taking everything that was coming to him. So, before going to the showers, he walked over to the scoreboard, removed HIS one run, tucked the figure under his arm, and walked off the field!

**To help stimulate** their pitchers during the hot afternoons, the Pittsburgh Pirates have been toying with the idea of employing small oxygen tanks on the bench. The first time they installed one in the clubhouse, Custodian Byron Jorgensen raised a question: "Is there any chance that it will become habit forming?" And he wasn't kidding!



(ADVERTISEMENT)

# Tips to Trainers

by **ROLLIE BEVAN**, Head Trainer  
United States Military Academy

## Knee Injuries

Sprained knees often produce torn ligaments and cartilages. Many of these injuries can be healed by removing the boy from activity and applying the proper treatment. Ice, whirlpool, massage, and careful bandaging may save the necessity of an operation in many cases.

Don't let the boy, coach or school pressure you into letting him play. One more blow may necessitate repair by surgery.

When the injury occurs, apply ice packs immediately to both sides of the knee for 30 minutes to an hour. Next, warm the knee with about 10 minutes of whirlpool or other forms of moist heat. Then apply hot Antiphlogistine Poultice, adjust a rubber compress so that the knee cap is free, and wrap with an elastic bandage.

Repeat these treatments at least three times a day. When the knee

begins to respond, allow the boy to swim and take light exercises under water. Submerged action is employed with good results on the worst of cripples.

If the soreness and swelling do not reduce within three to four days, you may accept this as presumptive evidence of cartilage injury.

If the knee responds, use whirlpool and massage with Antiphlogistine Rub A-535 until it is strong and mobile again. Wrap the knee in accordance with the severity of the injury—bandage, elastic hinge brace, or a substantial taping.

Have the boy alternately walk and jog until he feels the normal strength and action returning. Apply a preventive wrap or taping for practices and games.

"Housemaid's knee" is a watery swelling arising from an injury to the bursa. At the outset, apply ice for 30 minutes to an hour, then a compress wrapped with an elastic.

*Don't use whirlpool after the ice since heat may increase the fluid. Continue these treatments until the swelling recedes. Be sure the boy wears a good knee pad in practice. (Sponges wrapped with elastic bandage over the swollen area offer a safe way to reduce swelling with whirlpool.)*

(Extract from Mr. Bevan's booklet  
"Athletic Injuries")

## "Bevan's Mail Box"

Coaches and trainers are invited to write Mr. Bevan for advice on specific problems, in care of The Denver Chemical Mfg. Co., Inc., Dept. S-2, 163 Varick Street, New York 13, New York. A copy of Mr. Bevan's booklet may also be obtained by writing to the above address.



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## Physiologic Benefits of Physical Education

By JAMES W. LONG

Asst. Phys. Ed. Dir., Wake Forest College

**C**ONSTRUCTIVE physical education activities are vitally essential in present-day living. All our conveniences and labor-saving devices have tended to promote sedentary living and to encourage the average person to use his muscles as little as possible. The number of overfed and under-exercised groups is increasing, and obesity and paunches are becoming as common as TV antennae.

Modern men and women usually break down in three distinct areas: (1) the abdominal area, which expands and weakens; (2) the feet, which weaken and cause pain in other parts of the body; and (3) the upper trunk, shoulders, arms, and hands.

Functional foot disorders have caused as high as 40% limitation of normal activity among college students, while many adults lack sufficient strength to handle the ordinary emergencies that constantly arise in every-day living. This weakness has a limiting effect on the enjoyment of many worthwhile phases of recreative play and work.

The fact that large numbers of incoming college freshmen cannot pass rather low standards of physical fitness and that more than nine million men were rejected for military service in World War II, furnish a trenchant commentary on the physical degeneration of modern youth.

#### BENEFITS OF STRENGTH

The beneficial effects of regular exercise on the muscular system are supported by scientific data. There is an increase in muscle size, strength, and endurance. The sarcolemma (thin elastic wall) of the muscle fiber thickens and toughens, and the connective tissue within the muscle increases in amount.

The increase in size (hypertrophy) is due to the development of the smaller and unused fibers as well as an improved circulation of the blood. This means that the individual "can take it" better by being able to stand more strain and to react better to emergencies.

An individual with adequate

strength to satisfy his needs will use portions of the muscle in relay while others rest. This allows part of the muscle to relax and recover while other units carry the load. The trained muscle functions more smoothly and more effectively enabling it to contract more vigorously with less effort.

The fear that physical education activities will make one "muscle bound" or cause large bulky muscles, dates back to the physical culture faddists. The areas that collect excess baggage first, such as the chest and the hip, are those that receive the least strenuous exercise and affect the appearance most. Rational exercises can actually reduce muscle girth and produce a sleek and streamlined figure.

#### BENEFITS OF GOOD POSTURE

In addition to the primary benefits of physical fitness—strength and endurance—there are the secondary benefits of good physique and good carriage. The areas of the body that cause faulty postural positions and "fatigue slump" can be strengthened. It is interesting to remember that body build is inherited but "figure" is built.

#### BENEFITS OF ENDURANCE

The gain in endurance from systematic and vigorous physical activity enables one to continue a relatively hard task over a long period of time without complete fatigue. In a crowded college life with its many varied and continuous demands, students need an adequate reserve of strength and endurance to profit from and enjoy a more worthwhile college experience.

Skills and coordination are some of the most satisfying outcomes of regular participation in physical education. Sport skills are social assets and pass keys to many friendships.

Constructive recreational activities provide some of the best leisure time insurance available. These skills furnish a great deal of personal satisfaction and pleasure in that they develop poise, confidence,

(Continued on page 52)

# ★ ★ BASKETBALL VOLLEYBALL ★ ★

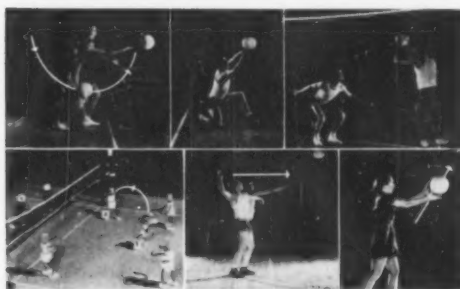
## Two New Additions To The Non-Profit Athletic Institute's Beginning Sports Instruction Slidefilm Series

"Beginning Basketball" and "Beginning Volleyball" are the eighth and ninth subjects filmed in the Beginning Sports Series — a non-profit, low-cost audio-visual instruction program. Prepared by outstanding coaches and teachers, and distributed on a cost-of-print basis, these sport training slidefilms are designed to assist athletic, physical education and recreation instructors in the teaching of fundamental athletic skills to groups of any size and age.

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### Beginning Volleyball

Four slidefilm units — The Game, The Serve, The Pass and Set-Up, The Attack — a total of 208 frames in full color. "Beginning Volleyball" was produced under the direction of Robert Laveaga of the Illinois Area Council YMCA, noted teacher and author, with the approval of the United States Volleyball Association. The new, "hard-driving" approach to better volleyball, more-interesting volleyball. This set also includes a Guide for the Instructor, and a copy of the Student Manual.

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In addition to these slidefilms, The Athletic Institute has produced complete slidefilm instruction kits for Archery (200 frames), Badminton (232 frames), Baseball (311 frames), Bowling (146 frames), Golf (198 frames), Tennis (249 frames) and Tumbling (108 frames). The Instructor's Guides and Student Manuals, although included in every kit, are also distributed separately. Write for further information regarding these and other Athletic Institute projects.



## THE ATHLETIC INSTITUTE

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## Training Table Tips

• Eating between meals isn't necessarily a bad habit—so long as your regular meals are complete. During the growing years, your body requires a great deal of nourishment, and you may need these extra snacks. A light sandwich or a bowl of dry cereal and milk after school or before bedtime is both nourishing and satisfying.

• Here's a training-table tip from Lou Little, famous Columbia U. grid coach: "We want our players to eat meat and other protein foods, milk, vegetables and fruits (both raw and cooked), cereals, bread and butter, and simple desserts. Things we prefer to skip are fried foods and heavy meals just before practices and games."



• Cold sores on the lips can ruin anybody's appearance. If you get them fairly frequently, better see your school nurse or family doctor. They may be due to poor eating habits or some disturbance in the body.

When the lips become dry and cracked, they are easily irritated and infections may set in. Build up your resistance to infection with nourishing foods, and keep hands, pencils, and other objects away from your lips and mouth.

• For good health, you need about eight glasses of fluids a day, plus milk. If you get a large part of these fluids in the form of juices (fruits and vegetables), so much the better. To get into the water habit, drink one glassful between meals in the morning, noon, and evening. You can also drink water with your meals. But don't "wash down" your food instead of chewing it well.

• Suffering from an ingrown toenail? Consult a chiropodist (foot doctor) immediately. Ingrown toenails are caused by poorly fitting shoes, especially ones that are too small. When you buy shoes, always have your feet measured for length and width. Your feet grow with you and must be fitted properly for each new pair of shoes.



• In the cold, cold, cold of the evening, make sure to dress a little more warmly than during the day, and don't charge out, after showering, with your hair still wet. Not if you want to avoid the menace of colds. That goes double for athletes, who are always showering after practice and then racing out into the cool evening air without having thoroughly rubbed themselves dry.

Whenever you feel a cold coming on, drink plenty of water and juices and get to bed extra early. Very often, a few additional hours of sleep will nip a cold in the bud. If you have trouble falling asleep, drink a glass of warm milk.



• Calling all Slim Jims: Here are a couple of suggestions that will help you put on a few pounds. Starchy foods like bread, waffles, and pancakes become more effective as pound adders when taken with plenty of butter or margarine. Peanut butter is especially good when mixed with raisins, chopped dates, or honey, and spread generously on bread.

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STYLE CL—Standard pant with candy stripe side trim  
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## Physiologic Benefits of Physical Education

(Continued from page 48)

pride, and a feeling of accomplishment.

A much more intelligent spectator interest will result, too. When a golfer learns how irritating a "slice" can be, for example, he will be able to derive much more meaningful pleasure out of seeing a Ben Hogan win a golf match with "down the middle" shots.

### SAVING IN ENERGY

A skilled and coordinated individual uses only the muscles that are needed for the task. The chemical reaction becomes more efficient; less by-products of exercise (lactic acid) are formed, and there is less waste of the formed lactic acid since it is reused more efficiently.

The effects of rational exercise on the normal heart and circulatory system are very beneficial. The normal heart and circulatory system becomes stronger and more efficient with exercise. The heart has a more efficient volume per stroke. It relaxes more completely, allowing more blood to enter, and contracts with greater force, thus pumping more blood per beat.

This means that a trained or conditioned heart does more work with fewer beats. The heart of a well-trained distance runner at rest beats 50 to 60 times a minute, while the average non-athlete's heart contracts 70 to 90 times a minute. The slower the heart beats, the less it has to work and the longer will be the resting periods. The heart beating 60 times per minute gets 18 days more of rest in a year than does the 80-beat heart.

Another advantage is that the trained heart not only accelerates less during strenuous work, but returns to normal more quickly. The old-fashioned idea that exercise injures the normal heart has no scientific foundation. The term "athlete's heart" as applied to a weakened or injured heart has been found to be erroneous. The "athlete's heart" is a strong and efficient heart.

When exercise of a strenuous character is engaged in regularly over a prolonged period of time, the blood vessels within the muscular tissue itself actually increase in number. The increase is as much as 50% in the same volume of muscle. This is due partly to the opening up of latent but inactive capillaries,

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and with the newly formed capillaries the capillary circulation may increase as much as 40%.

Muscle contraction improves venous circulation by forcing the blood back to the heart, causing a rise in the venous pressure. The higher the venous pressure, the better the circulation.

#### RESPIRATORY BENEFITS

Training promotes more economical and efficient respiratory functions. It produces a slower, more even, and deeper respiration which returns to normal more rapidly after work. An increased greater absorption of oxygen per liter of ventilation marks the progress and state of training, which may lead to as much as 25% increase in efficiency.

An increase in the flexibility of the chest and a strengthening of the respiratory muscles are also noted. The alveoli possibly develop new partitions which increase the total amount of the area from which the oxygen can be absorbed.

During exercise the spleen will contract, forcing the blood stored there during rest into circulation and thereby increasing the number of circulating corpuscles and consequently the oxygen-carrying power of the blood.

#### BENEFITS TO VITAL ORGANS

Physical activity tends to produce beneficial changes in the other essential vital organs. The increased metabolism resulting from muscular exercise is met effectively only in the conditioned individual through the coordination of a number of factors. There is an increase in the size and development of digestive organs, liver and pancreas, which enables the individual to care for the increased demand.

The ability of cells to build their nutritive power is enhanced by exercise of the muscle groups. It is a well-established principle in physiology that "function and use go hand in hand." This starts a power-building cycle which becomes very efficient. As the stored material (glycogen) is burned, releasing heat and energy, there is a demand for more oxygen, more food from blood, and a subsequent elimination of wastes. This cycle continually increases the economy in functioning of all the internal organs, thus adding to the individual's total health.

#### BENEFITS TO ENDOCRINE GLANDS

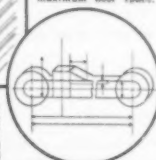
There is an interrelationship between exercise and varied endocrine glands, particularly the adrenal glands. The adrenal gland has an increased ability to secrete adrenalin and cortin.

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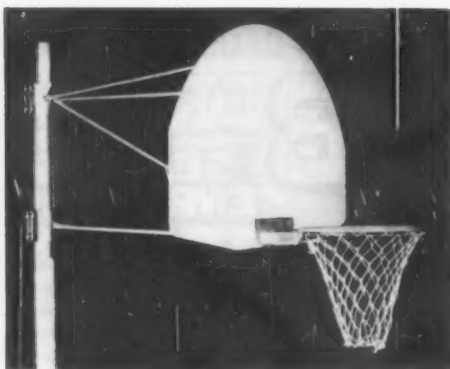
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The presence of adrenalin increases the ability of the body to sustain effort by activating almost all muscular functions more efficiently. The increased cortin gives one a generally sustained, higher level of energy.

### MENTAL HYGIENE BENEFITS

Physical play will discharge the tensions that accumulate as a result of every-day hurry and complicated living. Since there are now more hospital beds for the mentally ill than for all other types of illnesses, this is becoming a serious problem.

Vigorous competition and play encourages release of tension and induces fatigue and relaxation. This can be one of the most important antidotes for tension and will pay big dividends, since there are few midnight "sheep counters" among physically active individuals.

### PRECAUTIONS FOR EXERCISE

Since every person should be organically fit before participating in strenuous activities, a physical examination is the logical starting point for every sound program.

The degree of each individual's fitness determines the amount and kind of physical exertion. The ability to recuperate after exercise is a good guide for any age. Recuperation should be reasonably rapid. For example, if your muscles stay sore for days, you exercised too hard or too long. If your heart pounds and your hands tremble long after the activity, you overdid it.

Exercise should be selected and graded according to one's age and condition. Students who are out of training or "soft" or who have not indulged in strenuous exercise regularly, need a gradual conditioning period before returning to full activity.

Persons out of training should not compete in any strenuous sports with individuals who are in training and who are accustomed to that sport, since the injury rate is in direct proportion to the physical condition of the individual.

The fact that loss of condition occurs much more rapidly than the loss of skill sometimes encourages participation long past the "comfort" stage. As a general rule, exercise should be modified and less strenuous after an individual passes the age of forty.

Individual variations in capacity for exercise are important. Exercises for girls and women, for example, should be less strenuous than for boys and men. And there are hereditary limiting factors, too, such as

differences in size, strength, and structure.

#### THE OVERLOAD PRINCIPLE

The overload principle (gradual increase of resistance to the individual's optimum) is a vital principle to understand and practice. We know that use promotes function and strengthens, while disuse promotes atrophy (wasting away).

Man-made machines wear out with use, but not the human machine. Man can attain and maintain a high degree of heart, lung, muscle, and brain efficiency through progressively strenuous activity. The load or resistance should be gradually increased according to the individual's needs.

For example, an individual desiring to strengthen the large quadriceps (front thigh) muscles, which aid in the support of the knee, must gradually increase the strenuousness of a knee extension exercise by constantly adding to the weight of resistance.

If graduated sand bags are used, the weights should start at approximately two to five pounds and increase up to 50 to 70 pounds for the development of strength and, incidentally, size. Just sitting on a table and straightening the leg (knee extension) with a five-pound weight day after day will merely develop the muscle's ability to accommodate the five pounds and will not increase the strength beyond this level.

This overload principle does not mean that the individual should strain to the point of injury, but that he should develop according to the increased demand.

#### FOOTBALL RULES FILM

MODERN FOOTBALL, a new educational motion picture co-sponsored by the Wilson Sporting Goods Co., clearly interprets all the rules of the game, including substitutions, types of downs violations, etc.

Presented by the Official Sport-Film Service under the direction of A. A. Schabinger, this interesting and instructional film is in 16-mm. sound, black and white, and has an approximate running time of 28 minutes.

The picture is available to sports groups, and may be obtained by contacting any of the following: (1) Your own state office of the National Federation, (2) An Associated Films Division of the YMCA in New York, Chicago, Dallas, or San Francisco, (3) Mr. A. A. Schabinger, Director, Official Sports Film Service, 7 South Dearborn St., Chicago 3, Ill.

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RECENT scandals in athletics, the televising of sports, excessive alumni pressure, all have focused attention on the recurring problem of the place of competitive sports in the educational framework.

This timely and much-needed book considers the whole problem of competitive sports, showing how they may best be organized, controlled, taught, and administered to derive the greatest educational benefit. Among the other problems discussed are the sports program, staffing, financing, public relations, teacher liability, insurance, and detailed planning of facilities. An appendix shows various administrative forms.

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## New Books on the Sport Shelf

- **PHYSICAL EDUCATION HANDBOOK.** By Don Cash Seaton, Irene A. Clayton, Howard C. Leabee, and Lloyd Messersmith. Pp. 281. Illustrated—photos and diagrams. New York: Prentice-Hall, Inc. \$2.65.

DESIGNED primarily to meet the needs of the college student who may or may not be a prospective physical ed teacher, this text is perfectly adaptable to all required physical ed programs (both men's and women's).

The authors, all of whom are college administrators, have neatly integrated the basic teaching materials of the 22 sports and activities commonly included in a modern college physical ed program.

The activities covered include angling, archery, badminton, basketball, bowling, boxing, dance, fencing, field hockey, golf, gymnastics and tumbling, handball, soccer, softball, speedball, swimming, tennis, touch football, track and field, volleyball, weight lifting, and wrestling.

In each instance, the authors present (1) a brief account of the origin and development of the activity, (2) the nature and values of the activity, (3) area and equipment, (4) basic rules, and (5) techniques and fundamentals.

Three introductory chapters provide an orientation to physical education, and the text also offers diagrammatic layouts and suggested written tests for all the sports covered. Every school and college instructor will find the text readily adapted to his or her student needs.

- **COMMUNITY HEALTH EDUCATION IN ACTION.** By Raymond S. Patterson and Beryl J. Roberts. Pp. 346. Illustrated—photos and drawings. St. Louis: The C. V. Mosby Co. \$4.50.

ALL the essential information pertaining to community health education is expounded delightfully and straightforwardly in this text. Every worker in the field will find the answers to their problems herein.

After discussing the nature of health education and the health educator, the authors explain how to organize the community for action, then present the hows and whys of learning. Every phase of community health is explored at great length. The enormous scope of the text may best be gleaned from the chapter headings, namely:

Education by word of mouth, easy-to-read writing, health education by direct mail, health education by annual report, education by health "literature," making type readable, pictures, educating by exhibit, breaking into the news columns, radio and tele-

vision, still pictures and motion pictures, administrative matters, and appraisal methods and practices.

The entire text is projected simply and lightly, and is jam-packed with authoritative, exceedingly practical materials.

- **1951 CONVERSE BASKETBALL YEAR BOOK.** Illustrated—photos and diagrams. Malden, Mass.: Converse Rubber Co. Free.

THE 30th edition of the *Converse Basketball Year Book* presents an amazingly complete, absorbing review of the 1950-51 season. From its striking full-color cover to the statistics on page 52, the book covers every phase of the sport.

It pictures nearly 400 teams, including the national, conference, and regional college champs, as well as a complete list of high school state winners. It also features Chuck Taylor's All-American selections and many fine action shots of college, all-star, and East-West contests.

For the many fans interested in records, there is page after page of statistics covering individual, team, and conference performance. Also featured are the favorite plays of leading coaches.

For your free copy of the Year Book, check "Converse Rubber" in the master coupon on page 63.

- **ADAMS OFFICIAL BASKETBALL SCORE BOOK (95¢) and ADAMS OFFICIAL SCORE AND SCOUT BOOK (\$1.25).** Designed and distributed by John L. Adams, Vincennes, Ind.

THE author-distributor of these score and scout books, who is athletic director at Lincoln High School in Vincennes, Ind., has been marketing these excellent aids since 1938.

A glance at the organization of the basic materials shows why these books have proved so popular throughout the years. All the factors pertinent to the scoring of a game are simply and ingeniously arranged so that the entire game may be recorded quickly and accurately.

Since the nature of the sport has changed so much in recent years, the author has revised his record sheets to allow more room for scoring and to permit records for 15 players. The arrangement for the running score allows you not only to record the actual points but who made them. Substitutions, summaries, etc., are all amply provided for.

The *Score Book* is 11" by 7" and has room for 25 games. The *Score and Scout Book* is 14" by 10" with room for 26 games. The *Scout Book*, besides carrying all the scoring data,

possesses eight floor plans which enable the observer to chart all the shots and/or plays.

- **ADMINISTRATION OF PHYSICAL EDUCATION.** By Charles E. Forsythe and Ray O. Duncan. Pp. 319. New York: Prentice-Hall, Inc. \$4.

THIS distinguished addition to the literature in the field presents a practical approach to the administration of physical education within the structure of a sound philosophy based upon accepted educational practices. The text touches upon the entire educational program at all levels from kindergarten through high school, college, and the community.

The authors' broad experience and background—Mr. Forsythe is state director of athletics in Michigan as well as assistant superintendent of public instruction, while Mr. Duncan is Illinois' state director of health, physical education, and safety—enables them to offer a true picture of the problems actually faced by administrators, and precisely how to solve them.

The text covers every vital area, namely: Objectives, department titles, relation of physical ed to other phases of education, the staff, facilities, budgets and equipment, the program, class procedures, intramurals, interscholastic athletics, physical education and recreation, public relations, evaluation, allied organizations, and problems.

- **VISIBLE BOOK FILE ATHLETIC EQUIPMENT RECORD.** Designed and Distributed by M. S. Delzell. 46-card size, \$12.75; 102-card size, \$17.75.

THIS device for recording the distribution of athletic equipment provides one of the soundest, most practical filing systems we have ever seen. It consists of a strong leather and metal frame designed to hold either 46 or 102 individual filing cards.

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The frame closes neatly over the cards, making for a handy, compact, lifetime filing system. For an idea of what this device looks like, refer to the advertisement on page 54.

### Miscellaneous

- **Corrective Therapy for the Handicapped Child.** By Eleanor B. Stone and Dr. John W. Deyton. Pp. 315. Illustrated—photos. New York: Prentice-Hall, Inc. \$3.75.
- **Get to Your Marks.** By Ross and Norris McWhirter. Pp. 267. Illustrated—photos and tables. London: Nicholas Kaye Ltd. Available in U.S. from Gresham Press, N.Y.C. \$2.50. (A short history of world, Commonwealth, European, and British track and field athletics.)

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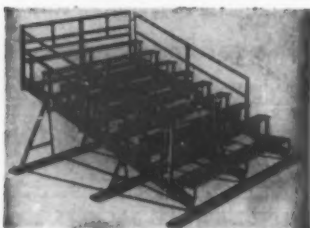
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## Attacking the All-Court Press

(Continued from page 11)

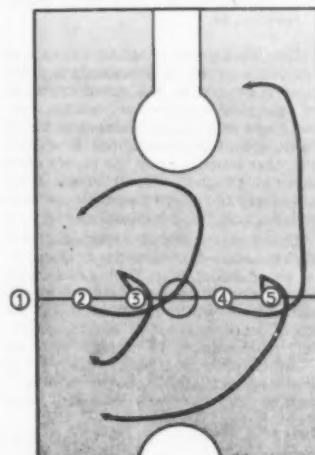
stantly, and daringly. They play for interceptions, anticipate passes, double-up opponents whenever possible, and gleefully take chances orthodox man-to-man players would never attempt.

Naturally, the basket-hanging principle blends in beautifully with this "take-a-chance" style, as does the fast break. (Charles "Chick" Davies, former head coach at Duquesne University, now coach at Homestead, Pa., High School, used the press as an offense in 1949-1950 and won the Class A state championship with it, despite the fact that his tallest player was 6-0 and his finalist opponent, Swoyersville, employed two excellent big men, the Holup brothers—6-6 and 6-5.)

Some press teams employ the switch to meet screening. Others apply the "dog-em" principle in which each presser picks up an opponent as quickly as possible and remains with him until the ball is recovered. Both styles are good, each requiring extensive practice for efficient application.

Most coaches teach the press for use in the closing minutes of a game when their team is trailing. (A common mistake is to wait too long before applying the measure.)

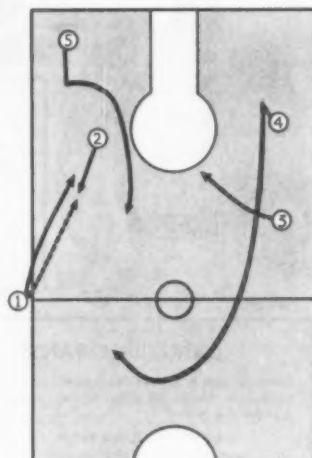
All coaches should prepare their



### FORMATION E

(Out of Bounds at Center Line)

Signals (voice or gestures) may be used to designate which in-court players should cut into the front and back courts. In this particular illustration, players 2 and 4 move first with teammates 3 and 5 set-blocking for them. The paths of the moving men and the set blocking eliminate possibilities of charging or blocking.



### FORMATION D

(Out of Bounds at Center Line)

Player 1 passes to 2 driving in hard for ball, then follows his pass. Alternative passes are to 3, 5, or 4, in the order named. All players move simultaneously.

teams to meet the press in the front court as well as in the back court, since the trailing team in the closing minutes must have the ball. (Front-court-freezes often fail because the players in possession of the ball permit pressing opponents to force them back near the ten-second line. This freeze weakness can be corrected if the players will cut deeper toward the basket—further under—and delay their break-out.)

Practically every coach subscribes to the philosophy that, other things being equal, it is difficult to try to "beat the other fellow at his own game." It would seem foolish, therefore, to attempt to risk running with the skilled pressing team, trade baskets so to speak, when a planned and practiced procedure may do the job for you.

In preparing to meet the press, the importance of a good dribbler cannot be overestimated. An expert dribbler may be clever enough to "beat the press" without much assistance from his teammates, PROVIDING they keep both themselves and their respective opponents out of his way.

The expert dribbler is usually a good ball-handler and should be the dominating player in the advance of the ball. His training should include schooling in the use of his big teammates as blocking posts. (Teammates who do not have time to get out of the dribbler's way should be taught to hold their positions, to avoid attempting a foolish screen or block which might result in a foul.)

All players must be impressed with the importance of change of direction, change of pace, stops, turns, feints, screens, criss-crossing, and the use of "fish-hooks." (Sometimes called button-hooks, consisting of a hard drive up court—reversing direction—returning fast—and meeting the ball high in the air with a full scissors kick.)

Each player must realize he can aid greatly in the advance of the ball by keeping his opponent busy. The coach should assign the quarterback and "close-to-the-floor" players to the back court ball-handling, and the taller players to up-court duties.

Following are some vital "meet-the-press" principles for players:

1. *Keep your poise!* Don't be rushed into making frantic passes.
2. *Hurry!* Don't give the "pressers" time to choose their opponents and gain good interception positions.
3. *Move with a purpose* and move the ball according to plan.
4. *Pass the ball!* Don't be a hero! Utilize your teammates when stopped. Look for your up-court teammates (fish-hook expert) who will be coming back to meet the pass he expects you to make. Then drive hard for a return pass, for your teammate has his back to your basket and may be double-teamed!
5. *Pass up court!* Pass the ball toward your goal. Eliminate panicky cross-court passes. Beware of the pass across the lane under your opponents' basket. It loses ball games!
6. *Screen intelligently.* A foul may mean loss of the game!
7. *Give and go!* Don't loaf! Drive

(Concluded on next page)

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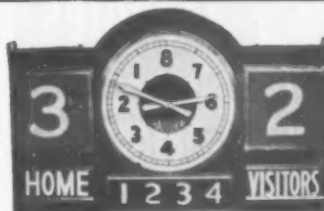
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up-court! Advance the ball with a minimum of passes.

8. Use your regular attack! After you have advanced the ball into your front court, start your regular team attack without delay.

The protection of the ball out of bounds following a goal from the field, a successful free-throw, or a violation, is the most difficult problem against a press. In these situations, the pressing team has considerable time in which to reach you and secure favorable pressing positions.

Because of the time element in these situations, the majority of coaches prefer the use of regular formations to advance the ball and insure its protection. In these circumstances (following a missed field goal or free throw, an interception, or a held ball), the use of "meet-the-press principles" is considered sufficient.

Each formation is spread so that the area to which the first pass will be thrown is kept open. Options are provided in each formation so that no dependence will be placed upon formal plays. Some sort of a signal may be used (such as raising the ball) by the out-of-bounds player to start the movement of his in-bounds teammates.

It cannot be too strongly emphasized that the formations must be practiced over and over (against aggressive opposition) until the positions assumed by the respective players are mastered. A little thought and work will determine the positions in which the respective players work best.

There are no plays. The first pass shown in the accompanying diagrams simply illustrate a possible "first" choice. Practice will determine which "first" pass is best in the formation. Each player must be impressed with the vital importance of expecting every pass every time and execute his position-play accordingly.

Player 1 (the out-of-bounds passer) is the most important man in meeting the press and should have all of the qualities of the "football passer." Mastery of the "baseball" pass is vital, since it will often be possible to "loop" the ball to teammates who outrun their opponents up court.

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## Reversible 5-4

(Continued from page 16)

the moderate check block mentioned above, is usually telegraphed by the weak manner in which it is applied. If the man we're dropping off picks up any sign of such a block, he immediately uses spins, straightarms, and back pedals to work toward the outside.

If a pass play is called, the offensive player assigned to the man we are dropping cannot come across after him, giving our man a lot of working freedom. Refusal to wrestle with opposing linemen on pass plays and not being caught in mass check blocking, saves our roving lineman a lot of stamina to be better used as the game progresses.

**CHANNELING OF PASS RECEIVERS.** **Diag. 4** shows how we attempt to channel receivers through a zig-zag course. If properly carried out, this move slows up spot passes across the line and forces opponents to throw shorter passes into areas which we have covered.

This ruse begins with our own ends chugging offensive ends in towards our M.L.B.'s, who, in turn, repeat the stunt for double efficiency. This allows our H.B.'s to pick them up at short range.

### CHUG 'EM INSIDE

Whenever possible, I want these men chugged or shivered to the inside. Then, if the pass is completed, we have a shot at them. Chugging into open territory adds "all-the-way" threat to a completion.

**Diag. 5** explains the responsibility placed on these M.L.B.'s on running plays. With proper spacing of these men, we have a good chance to slow down the offensive H.B. dives . . . as they must then adhere to a form of zig-zag path.

With these backers handling the offensive H.B.'s driving into the line, much pressure is taken off our own H.B.'s, who can now move deep or wide with the ends minus the worry of other receivers breaking straight down the middle.

The spacing of the reversible 5-4 offers a better chance to work against the split-T type of play. In this T, speed must be met with speed and with fast corner backers handling pitchouts, the middle backers can concentrate on the dangerous Q.B. "keep or give" plays.

Knowing that the quick hit or "dive" happens with extreme sud-



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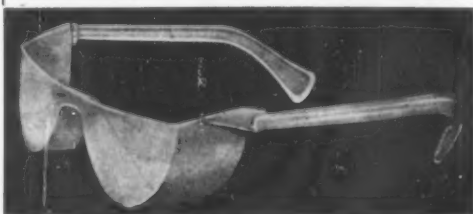
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denness, I believe some of its threat is dampened by the huge split-vision area of our backers . . . while opponent backs hitting into the line must deeply concentrate on receiving the ball and finding the hole. The difference in this timing should be in our favor before too much ground has been gained.

The heavy splits of the Missouri type T, designed to gain a head-on position with the defensive tackle, always moves heavily inside that spot. Realizing this, I feel it is better to have both inside and outside shots at the runner once he passes the scrimmage line than to approach from one side only, as the runner heads for the sideline. (See *Diag. 5.*)

This 5-4, with its sudden reverse into a 4-5, provides the equalizer to meet the overall spreads of such splits.

**LIGHTER MEN FOR CORNER POSTS.** Another asset of this reversible five is that it permits the use of lighter and speedier men as corner linebackers. These players needn't be giants to move up and into their assigned territories.

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For these corner linebacker positions, a coach might successfully use lighter boys who have had experience as ends . . . boys who have shown ability as open-field tacklers but lack the needed qualities of weight and strength.

At the start of this writing I mentioned that this defense, properly used, has given me the best results against the present-day T. It does, however, stand open to two (and probably more) definite weaknesses. They needn't be mentioned. Coaches have a way of discovering these things without being tipped off.

**A**FTER playing four years at St. Joseph's College, Johnnie Golden put a year in with the Philadelphia Eagles, then plunged into coaching. A brilliant student of the game, Johnnie has been writing for us since 1947. Particularly recommended are his past articles on blocking walls (October 1950) and on backing up the line (June 1951).

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- ☐ Information on Knock-down Bleachers and Grandstands

## LINEN THREAD (21)

- ☐ Full Information on Gold Medal Nets for All Sports

## McARTHUR & SONS (61)

- ☐ School Towel Plan

## McKESSON & ROBBINS (15)

- ☐ Free Jar of Surfa for Relief of Superficial Aches, Pains, and Local Congestion

## M & M PRODUCTS (60)

- ☐ Information on Knee Korректор

## MARBA, INC. (45)

- ☐ Information on Athletic Equipment Reconditioning

## MILL-MONT (59)

- ☐ Information on Football Mouth Protector

## MISHAWAKA RUBBER (29)

- ☐ Free Scouting Notebook

## MOHAWK VALLEY

SPORTS (45, 62)

- ☐ Information on Basketball Blinders

## NADEN & SONS (36)

- ☐ Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

## NATIONAL SPORTS (61)

- ☐ Price Catalog on Jim-Flex Gym Mats

## NISSAN TRAMPOLINE (41)

- ☐ Booklet, "Tips on Trampolining"
- ☐ Literature on Trampoline Parts and Accessories

## NURRE COS. (20)

- ☐ Bulletin on All Plate Glass Banks

## O-C MFG. CO. (43)

- ☐ Catalog on Supporters

## OCEAN POOL SUPPLY (44)

- ☐ Catalog on Racing Trunks, Sweat Suits, Terry Robes, Accessories

## OREGON WORSTED (53)

- ☐ Information on Flying Fleece Recreation Balls and Light Medicine, B. II

## O'SHEA KNITTING (48)

- ☐ Catalog of Basketball Uniforms

## PENNSYLVANIA RUBBER (17)

- ☐ Catalog of Custom-Built Footballs and Basketballs

## PRECISION GOGGLES (42)

- ☐ Brochure on Football and Basketball Prescription Goggles

## QUAKER OATS (22-23)

- ☐ Book, "How to Play Basketball," by Adolph Rupp
- How many \_\_\_\_\_

## RAWLINGS MFG. (3)

- ☐ Cat. Leg

## REMINGTON ARMS (43)

- ☐ Instructor's Manual on Operation of Rifle C'u's

## RIDDELL, JOHN T.

(Inside Front Cover)

- ☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

## SAFE-PLAY GOGGLE (64)

- ☐ Information on Non-Shatterable Goggles

## SAND KNITTING (57)

- ☐ Catalog on Award Sweaters and Jackets, Basketball and Football Pants and Jerseys

## SAYGER SPORTS (52)

- ☐ Info. on Sports Books

## SHADOGRAF MFG. (59)

- ☐ Catalog on New Electric Scorekeepers

## SKINNER & SONS (4)

- ☐ Info. on Skinner Fabrics

## SMITH CORP. (60)

- ☐ Sportswear Catalog

## SPALDING & BROS. (1)

- ☐ Catalog
- ☐ Sports Show Book

## SPITZER CO. (54)

- ☐ Information on Portable Basketball Goal

## STATE TROPHY (60)

- ☐ Catalog on Trophies, Plaques, Cups, Medals
- ☐ Information on Special Purchase Basketballs

## UNIVERSAL BLEACHER (39)

- ☐ Catalog and Prices on Roll-A-Way Grandstands

## WILSON SPTG. GOODS (6)

- ☐ Catalog

SEE PAGE 64 FOR FORM FOR SIGNATURE

## QUESTIONNAIRE SURVEY

Scholastic Coach will be extremely grateful for your cooperation in answering the questions below. The questions will take just a minute of your time . . . and your answers will aid us in our editorial planning. Thank you.

1. Which type of articles do you prefer most. Number 1-2-3-4 in order of preference.

- ☐ Technical articles on major sports  
☐ Technical articles on minor sports  
☐ Articles on physical education  
☐ Articles on intramurals

List other types \_\_\_\_\_

2. When (in what month) would you prefer to have Scholastic Coach publish its first articles on:

Football \_\_\_\_\_ Basketball \_\_\_\_\_  
 Baseball \_\_\_\_\_ Track \_\_\_\_\_

3. What sports, either varsity or intramural, are played by the girls in your school:

(a) \_\_\_\_\_ (c) \_\_\_\_\_ (e) \_\_\_\_\_  
 (b) \_\_\_\_\_ (d) \_\_\_\_\_ (f) \_\_\_\_\_

4. If material for bulletin board display were included in Scholastic Coach, which type of materials could you make most use of.

- ☐ Health Posters ☐ Tournament Draw Sheets  
☐ Sportsmanship Codes ☐ Sports Skills  
☐ Nutrition Aids ☐ Personal Hygiene

(If you would care to make detailed suggestions, we would welcome a letter.)

5. Approximately how much did your school spend last year on its equipment for each of the following sports:

Football \_\_\_\_\_ Baseball \_\_\_\_\_  
 Basketball \_\_\_\_\_ Track \_\_\_\_\_

6. Is your school planning a new building addition or improvements to your athletic plant. Check the following.

- ☐ New gym ☐ Bleachers ☐ Tennis Courts ☐ Playground  
☐ Lockers ☐ Floodlights ☐ Athletic Field

List other additions \_\_\_\_\_

7. Does your athletic department purchase the majority of its athletic equipment from a local sporting goods store?

Yes ☐ No ☐

If your answer is no, from whom is your athletic equipment purchased

Name \_\_\_\_\_

Address \_\_\_\_\_

8. Are your school's training and first aid supplies purchased from a local drug store?

Yes ☐ No ☐

If not, from whom is this equipment purchased? \_\_\_\_\_

9. Please check if your school has a Camera Club ☐.

The form below may be used by both the schoolmen answering this questionnaire and by those checking the Master Coupon on page 63.

NAME \_\_\_\_\_ POSITION \_\_\_\_\_  
 (Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

No coupon honored unless position is stated October, 1951

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THE CHOICE OF EXPERIENCED COACHES

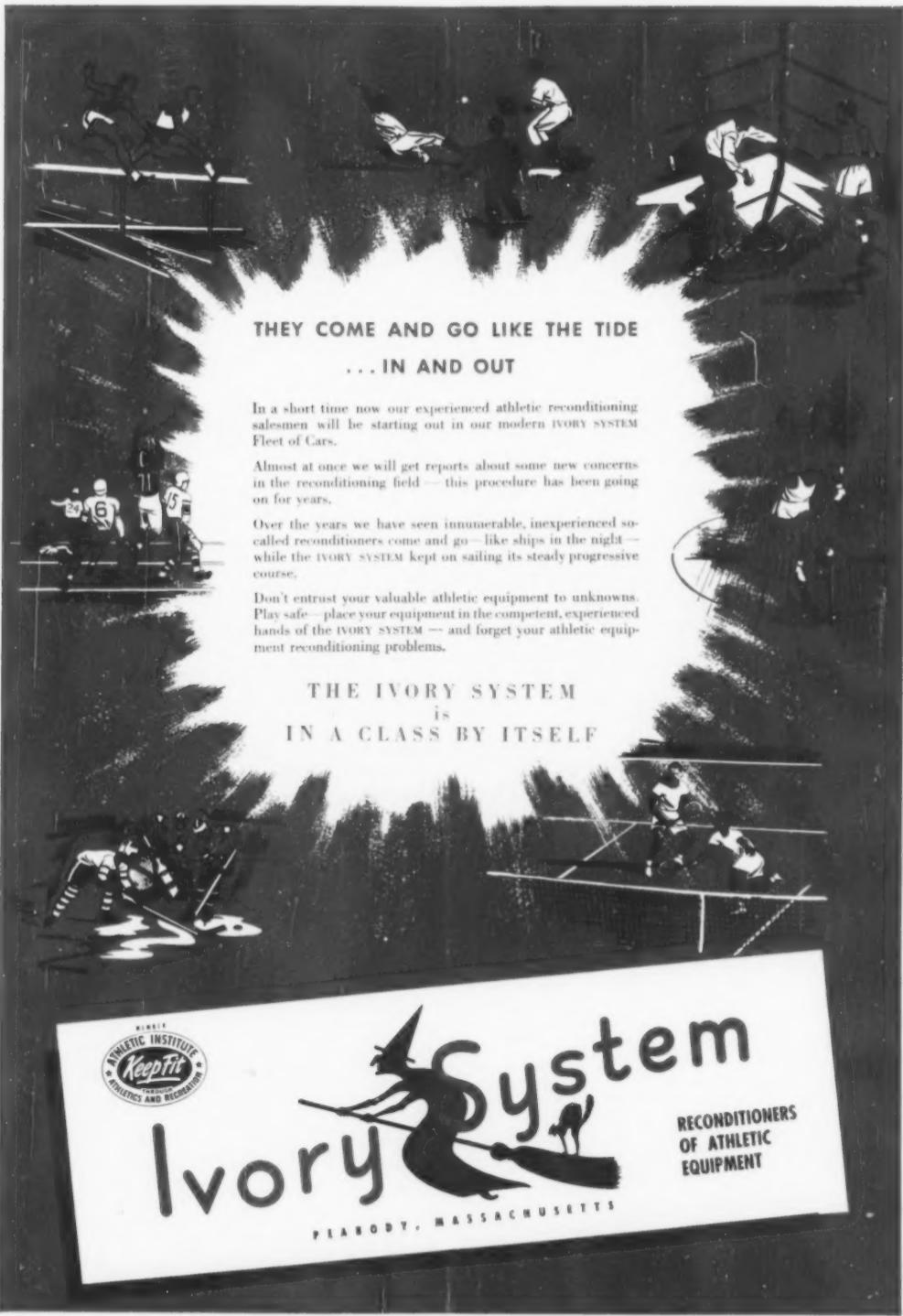
# THE COLLEGIATE

Exclusive Side Loop Lacing relieves instep strain — creates added ankle support. Other comfort features — Snugfit Arch Cushion, Sponge Heel Cushion.

Top College and Pro Teams will be wearing new, color combination Collegiates this season. Top coaches know Top Notch basketball shoes mean protection for their players.

**BEACON FALLS RUBBER FOOTWEAR**

BEACON FALLS, CONNECTICUT



THEY COME AND GO LIKE THE TIDE  
... IN AND OUT

In a short time now our experienced athletic reconditioning salesmen will be starting out in our modern IVORY SYSTEM Fleet of Cars.

Almost at once we will get reports about some new concerns in the reconditioning field — this procedure has been going on for years.

Over the years we have seen innumerable, inexperienced so-called reconditioners come and go — like ships in the night — while the IVORY SYSTEM kept on sailing its steady progressive course.

Don't entrust your valuable athletic equipment to unknowns. Play safe — place your equipment in the competent, experienced hands of the IVORY SYSTEM — and forget your athletic equipment reconditioning problems.

THE IVORY SYSTEM  
is  
IN A CLASS BY ITSELF



Ivory System

PLAUBODY, MASSACHUSETTS

RECONDITIONERS  
OF ATHLETIC  
EQUIPMENT